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EDUCATION CRISIS RESPONSE

Project Year Two

Third Quarter: April 1 – June 30, 2016



USAID/EDUCATION CRISIS RESPONSE

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EDUCATION CRISIS RESPONSE

Year Two Quarter Three Report

April 1 to June 30, 2016

Submission Date: July 31, 2016

Cooperative Agreement: #AID-620-A-15-00001

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ACRONYMS

AGLC	Adolescent Girls Learning Center
CAN	Christian Association of Nigeria
CC	Community Coalition
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
FOMWAN	Federation of Muslim Women Associations in Nigeria
FS	Formal School
IDP	Internally Displaced Persons
IR	Intermediate Results
JNI	Jama'atu Nasril Islam
LC	Learning Center
LF	Learning Facilitator
LGA	Local Government Area
LEA	Local Education Authority
LGEA	Local Government Education Authority
LMD	Learning Material Development
m, f	male, female
MDAs	Ministries, Departments and Agencies
MOE	Ministry of Education
MOF	Ministry of Finance
MTs	Master Trainers
NFE	Non-Formal Education
NFLC	Non-Formal Learning Center
NPC	National Population Commission
PCG	Project Consultative Group
PY	Program Year
SAME	State Agency for Mass Education
SEL	Social and Emotional Learning
SUBEB	State Universal Basic Education Board
TE	Teacher Education
TWG	Technical Working Group
YLC	Youth Learning Center

PROGRAM OVERVIEW/SUMMARY

Program Description/Introduction

Program Name:	Education Crisis Response
Activity Start Date and End Date:	April 1 to June 30, 2016
Name of Prime Implementing Partner:	Creative Associates International
Contract/Agreement Number:	#AID-620-A-15-00001
Name of Sub-awardees	1. International Rescue Committee 2. Florida State University
Major Counterpart Organizations	State Ministries of Education (MOE), State Agencies for Mass Education (SAME), State Emergency Management Agencies (SEMA), State Universal Basic Education Boards (SUBEB), State Ministries of Education, Youth, Women Affairs and Religious Affairs, Civil Society Action Coalition on Education for All (CSACEFA), Federation of Muslim Women Associations in Nigeria (FOMWAN) and 33 Non-governmental Organizations (NGOs) Sub-grantees
Geographic Coverage (cities and/or countries)	Adamawa, Bauchi, Borno, Gombe and Yobe states of Nigeria

The Education Crisis Response Project aims to expand access to quality, protective, and relevant non-formal education (NFE) and alternative education (AE) opportunities for internally displaced out-of-school children aged 6-17, in the Adamawa, Bauchi, Borno, Gombe and Yobe states.

The project is designed to address the main learning needs of internally displaced children and host learners affected by the crisis in northeastern Nigeria. It establishes non-formal learning centers (NFLCs), youth learning centers (YLCs), and adolescent girls learning centers (AGLCs). These alternative educational opportunities are carried out in religious centers, community centers, formal schools (using shift systems when classrooms are overcrowded), and other available alternative learning centers. The project also collaborates with other implementing partners in the focal states that have effective experience and interventions in child protection and safe learning environments. Furthermore, it works within host communities where families have taken internally displaced persons (IDPs) into their homes and in communities where IDPs live in temporary settlement-type housing.

The project improves quality and relevant instructional practices by updating and developing teaching-learning materials for literacy, numeracy, life skills, SEL competencies and psychosocial support services. It recruits, trains, and mentors learning facilitators (LFs) to provide quality instruction and ensures technical working groups (TWGs) are involved in making teaching-learning materials available to NFLCs. The project also generates community support by raising their awareness to help targeted educational centers (NFE and alternative education learning centers) to provide educational opportunities, improving the value placed on education, and encouraging IDPs and host community girls, boys and youth by showing them a way to sustain their education.

Education Crisis Response also collaborates with state and local government authorities and civil society to support NFE and alternative education options to ensure government funding and policy support to sustain and expand non-formal education.

SUMMARY OF RESULTS TO DATE

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
# of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14)	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)		155%	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.
# of new entrants in non-formal learning centers (NFLCs) and alternative education (AE) centers*	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)	3,893, 1,721m, 2,172f: (Adamawa 2,255, 1,211m, 1,044f); (Bauchi 585, 220m 365f); (Gombe 625, 290m, 335f); (Yobe 428, 0m, 428f)		155%	Target exceeded by 55%. Note above comment.
# of learners receiving reading interventions at the primary or equivalent level** (3.12.1-35)	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	22,215, 9,903m, 12,312f: (Adamawa 6,532, 3,036m 3496f); (Bauchi 4,984, 2,109m 2,875f); (Gombe 4,809, 2,177m, 2,632f); (Yobe 5,890, 2581m, 3,309f)		132%	Target exceeded by 32%. Note above comment.
#/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	65%	N/A	NA	NA			To be reported in Q4

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
Proportion of students who, by the end of one full year of NFE education (equivalent to Grade 2), demonstrate that they can read and understand the meaning of grade level equivalent text *(3.12.1-27)	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	32%	30%	N/A	NA	NA			To be reported in Q4
#/% of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	69%	65%	N/A	NA	NA			To be reported in Q4
#/% of NFLC/AE learners transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	14%	10%	(209) 1.2%	1,722 (23%)	3,305 (26%)		26%	Target exceeded. Support obtained from ECHO-Children of Peace and other philanthropists in the project.
% of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	67%	65%	N/A	NA	NA			To be reported in Q4
# of USG supported learning spaces meeting criteria for safe schools' program* (3.2.1- 40)	269(100%)	269	65%	4 (2.08%)	429 (98%)	432 (100%)		100%	Target met
# of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31)	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	464	466	38 (24m, 14f)	923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (146m, 54f), Yob 200 (142m, 58f)	246 (160m, 86f) Yob 52 (35m, 17f), Ada 194 (125m, 69f)		206%	Target exceeded by 106%. Teachers from Yobe formal schools where learners were enrolled, trained. Facilitators, MTs and some formal school teachers also retrained in Adamawa.

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
# of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	L: 14,321 T: 422	L: 14,321 T: 422	L: 16,760 T:466	L 209 T 38	L 22,046 T 916	L 9101 (Ada 2075, Bau 545, Gom 591, Yob 5890) T 0		L:187% T:198%	Target exceeded by 87% for learners and by 98% for teachers. Materials were distributed to learners in NFLCs and learners mainstreamed to FSs in Y1. Teachers involved in teaching IDP learners in Yobe and re-trained teachers in Adamawa were provided with teaching materials.
#/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	56	NGO:19 CC:52		NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)		NGO:168% CC:100%	Target exceeded by 68%. More NGOs engaged (1/ per LGA) to facilitate effective coordination and reach.
# of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	338	LC:396 FS: 52	FS: 2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)	547 (408 NFLC, 139 FS): Adamawa: 166 (100 NFLC, 66 FS); Bauchi: 128 (100 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 132 (108 NFLC, 24 FS)		124%	Target exceeded by 24%. 139 FS had to be supported (instead of 52) where learners were mainstreamed. 10 additional NFLCs were established in four project states on needs based by project's partners (Yobe - 7; CSACEFA - 3)
# of laws, policies, regulations, or guidelines developed or modified to improve primary reading programs or increase equitable access* (3.2.1-38)	5	4	1	1	NA	5		120%	Target exceeded by 20%. Transition plan was also developed during the quarter.
# NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	338	LC:396 FS: 52	2	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)		124%	Target exceeded by 24%. Government supported the 139 FS where learners were mainstreamed as well as the 10 additional NFLCs established by project's partners (Yobe - 7; CSACEFA 3)

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
	98 NFLC, 14FS, 1 CPC)								
# of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14)	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)			131%	Target exceeded by 31% as parents are more inclined to enroll their children as trust has been built by USAID-ECR project.
# of new entrants in non-formal learning centers (NFLCs) and alternative education (AE) centers*	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)			131%	Target exceeded by 31% as stated above.
# of learners receiving reading interventions at the primary or equivalent level** (3.12.1-35)	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)			131%	Target exceeded by 31% as stated above.
#/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	65%	N/A	NA				Not applicable for this Quarter

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
Proportion of students who, by the end of one full year of NFE education (equivalent to Grade 2), demonstrate that they can read and understand the meaning of grade level equivalent text *(3.12.1-27)	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	32%	30%	N/A	NA				Not applicable for this Quarter
#/% of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	69%	65%	N/A	NA				Not applicable for this Quarter
#/% of NFLC/AE learners transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	14%	10%	(209) 1.2%	1,722 (23%)			23%	On target
% of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	67%	65%	N/A	NA				Not applicable for this Quarter
# of USG supported learning spaces meeting criteria for safe schools' program* (3.2.1- 40)	269(100%)	269	65%	4 (2.08%)	429 (98%)			98%	On target
# of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31)	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	464	466	38 (24m, 14f)	923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (146m, 54f), Yob 200 (142m, 58f)			923 (663m, 260f): Ada 319 (216m, 103 f), Bau 204 (159m, 45f), Gom 200 (146m, 54f), Yob 200 (142m, 58f)	Target exceeded by 106%. Teachers in formal schools in Yobe where quick win activities were carried out and IDP learners were enrolled in their classes were trained on SEL and pedagogy.
# of textbooks and other teaching and learning materials (TLM) provided	L: 14,321 T: 422	L: 14,321 T: 422	L: 16,760 T:466	L 209 T 38	L 22,046 T 916			L:131% T:198%	Target exceeded by 31% for learners and by 98% for teachers. Parents enrolled their children based on year

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
with USG assistance ** (3.2.1-33)									1 successes while teachers in Yobe formal schools were trained as IDP learners were enrolled in their classes
#/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	56	NGO:19 CC:52		NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)			NGO:168% CC:100%	Target exceeded by 68%. More NGOs engaged. One per LGA to facilitate effective coordination.
# of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	338	LC:396 FS: 52	FS: 2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)			113%	Target exceeded by 13%. With USAID-ECR's success in Y1, 139 FS had to be supported (instead of 52) where IDP learners were mainstreamed 10 additional NFLCs were established in four project states based on the needs identified by ECR national partners (Yobe;7; CSACEFA 3)
# of laws, policies, regulations, or guidelines developed or modified to improve primary reading programs or increase equitable access* (3.2.1-38)	5	4	1	1	NA			100%	On target
# NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	338	LC:396 FS: 52	2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)			113%	Target exceeded by 13%. With USAID-ECR's success in Y1, 139 FS had to be supported (instead of 52) where IDP learners were mainstreamed 10 additional NFLCs were established in four project states based on the needs identified by ECR national partners (Yobe;7; CSACEFA 3)

Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.

1. EXECUTIVE SUMMARY

Program Description

The three-year (October 27, 2014–October 26, 2017) Education Crisis Response Project aims to expand access to quality, protective, and relevant non-formal education and alternative education opportunities for internally displaced out-of-school children ages 6-17, in Adamawa, Bauchi, Borno, Gombe and Yobe states.

Monitoring and Evaluation (M&E):

The project has exceeded targets for seventeen indicators and has either met or is on target for other indicators. Various training and mentoring sessions were held to support technical staff, grantees and community coalitions (CCs) as appropriate to maintain this momentum.

Security challenges mitigated: The project is proactively addressing security issues. During the quarter, an additional security officer was employed and collaboration with other programs has continued to improve information sharing and coordination.

Do No Harm - Working with a conflict-sensitive lens: The project ensured the minimum requirement of conflict-sensitivity in all programming, keeping in mind the impacts that education assistance can have in conflict settings. Education Crisis Response NFLCs are centers of peace in which children are taught how to socialize, hope for the future and learn.

Project Progress Highlights

The project recorded remarkable achievements during the quarter in expanding learning opportunities and in restoring the hope of internally displaced children, youth and parents in project states. Enrollment figures hit 25,916, thereby exceeding the target by 55%. This is attributed to the project's efforts to open 59 girls-only centers, where 2,962 girl learners aged 6-12 were enrolled; sensitization of IDP mothers during palace-based and compound meetings; as well as CCs efforts. Overall, the project witnessed an increase of 17% in enrollment compared to Q2. Twenty-six reading corners were also established to improve literacy of learners.

To promote a sense of belonging and identity, the project worked with the National Population Commission to register 12,000 internally displaced learners with an initial 2,000 issued certificates. 11,397 learners in Gombe and Yobe received deworming drugs to improve their health and reduce likely absenteeism due to ill health.

Project transitioning planning efforts in all states yielded positive outcomes with NGN79M (\$278,169) earmarked by respective state government to replicate and scale-up the project's model for non-formal education (NFE). Advocacies were conducted amongst law makers to further make the case for increased budgetary allocation to sustain and scale-up the project's initiatives.

Local Capacity Building for Project Implementation and Material

Development: The project trained 135 (95m, 40f) members of the school based management committees (SBMCs) in Adamawa state on emergency planning and preparedness to protect the lives of IDP learners. Forty-three (26m, 17f) government partners in focal states were also trained on the use of new technology – CreativeMapper – to collect valid data on ECR learning centers and resources. Furthermore, the project trained CCs on mobilizing local resources for the implementation of community action cycles. To improve the reading and listening skills of learners, the project supported the learning material development groups to review and adapt two books from USAID-supported Reading Access and Research Activity (RARA) project.

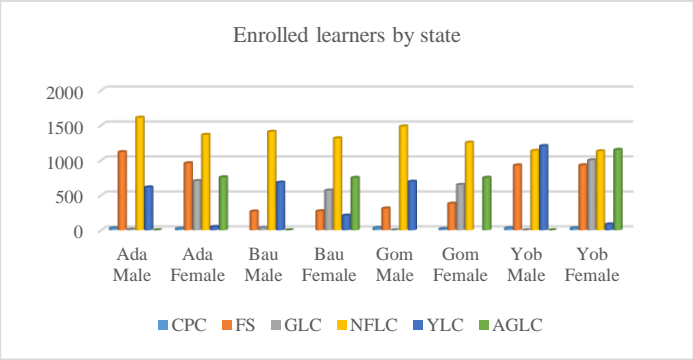
Leverages: Livelihood support valued at NGN4,816,000 (\$24,116) was leveraged from Mercy Corps for IDPs in Gombe. In Adamawa, the European Commission - Humanitarian Aid and Civil Protection (ECHO) Children of Peace project donated learning materials worth NGN2.8M (\$14,219) to internally displaced learners. CCs, civil society groups and sub-grantees have continued to leverage in-kind contributions to support the project in achieving its objectives.

Collaboration: The OANDO Foundation (OF) provided learning kits worth NGN1.906M (\$9,492) to 500 mainstreamed learners in Adamawa and Bauchi states. The project submitted a concept note to UNHCR to boost support of vocational skills training of youth and adolescent girls, as a means of protecting these vulnerable groups in the project-supported centers. Meanwhile, plans are underway by the UN to design an appropriate program that complements the project's interventions in Adamawa state. An assessment of the humanitarian needs of internally displaced learners was conducted by a team led by US Ambassador to the UN, Ms. Samantha Power.

2. ACTIVITY IMPLEMENTATION PROGRESS

2.1 Progress Narrative Highlights

The project enrolls 25,916 learners, exceeds enrollment target by 55%: Enrollment increased by 55%. The project set up 59 girls centers and enrolled 2,962 female learners aged 6-12. Likewise, the project targeted IDP mothers during palace-based and compound meetings in an effort to sensitize them to support enrollment. The CCs also played important roles enrolling learners.



Education Crisis Response establishes 26 reading corners in project states: As part of its strategy to improve the reading culture, the project established 26 classroom reading corners (1 per LGA). (See details in IR.2.2 below).

Project supported states plan giant budgetary allocation to institutionalize project legacies: Relevant government ministries, departments and agencies in the projects states are developing transition plans to integrate the project’s initiatives into their state education sector plans (SESP) as well as annual operational plan budgets. A total of N79 million (Adamawa N5m, Bauchi N15m, Gombe N29m and Yobe N30m) has been earmarked by the respective state governments to replicate and establish 85 NFE centers using the ECR project model across the states. This amount is equivalent to 278,169 USD. (See details in IR4.3 below).



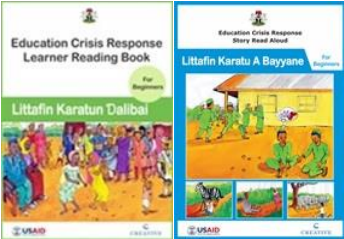
Photo 1: Learners reading in a reading corner, Nguru, Yobe state. Credit: Sherif Mohammed

Education Crisis Response collaborates with the National Population Commission to provide 2,000 IDP learners with birth certificates: The project collaborated with the National Population Commission in project states to support the registration of learners. The Commission issued 2,000 birth certificates to guarantee the eligibility of IDP learners to enroll in NFLCs and formal schools. (See the details in IR 2.1 below).



Photo 2: Gidan Lawan displays her birth certificate. Credit: Saade Kachalla

The project adapts two USAID-RARA¹ Read Aloud Materials to enhance IDP learners’ literacy: The project collaborated with the learning material development group (LMDG) and organized a five-day workshop to develop and pilot test adapted RARA’s one-to-two paragraph stories that will enhance reading and listening skills of learners in Hausa. (See details in IR2.3 below).



The project trained and deployed 211 facilitators to monitor learning centers: The project trained and deployed 211 monitoring facilitators to support project staff and other stakeholders on intensive monitoring of NFLCs in order to improve the quality of instructional delivery and learning outcome of the children. This not only improved time spent on tasks but resulted in increased attendance of both LF’s and learners in the centers. (See details in section 2.4 below).



Photo 3: Monitoring facilitators in training. Credit: Rukaiya Ibrahim

¹¹ The Nigerian Reading and Access Research Activity (RARA) was designed to carry out research in the area of early grade reading and access to education in Nigeria, especially the northern Nigerian states of Bauchi and Sokoto. RARA developed two books – the pupils reading books and story read aloud book – to improve the reading skills and improve access to schooling for out-of-school children especially for girls. Education Crisis Response adapted these books to include social and emotional competencies that will promote healing classrooms and mitigate violence.

Policymakers, legislators and key stakeholders affirm support to providing access to IDPs learners and develop a transition plan: High-ranking government officials (federal and states), legislators and key stakeholders, including traditional and religious leaders from Adamawa, Bauchi, Borno, Gombe and Yobe states pledged to provide support to increase access to quality education of IDPs. As articulated in the communiqué released at the end of a two-day stakeholders’ conference, they endorsed the project’s model.



Photo 4: Adamawa TWG developing transition plan.
Credit: Elizabeth Mathias

The project expands to Borno, identifies five LGAs: The project expands to Borno state following USAID’s modification to the existing cooperative agreement and identified five LGAs for intervention to provide access to quality and safe basic education for out of school IDPs children and youth (including adolescent girls) aged 6-17. The project is gearing towards establishing 150 safe NFLCs. (See details in IR. 4.1 below).

“Basic education is for all the children; it is the sole responsibility of SUBEB, and now USAID-ECR is complementing this. Therefore, it deserves to be given adequate support. We shall meet with you to come up with the needs of your NFLCs, as well as the formal schools for a better intervention and collaboration”

The chairman, Yobe SUBEB

The project empowers around 5,000 adolescent girls and youth with essential life-skills: The project provided 5,000 adolescent learners with local marketable life-skills. Adolescent girls were trained on how to produce petroleum jelly, wool caps and liquid soaps while the boys acquired skills in hair cutting, carpentry, electronic repairs and other relevant vocations. (See section IR 3.3 below for details).

Education Crisis Response held fourth technical summit to deepen staff’s understanding of project implementation: As part of ensuring technical competence and to increase staff understanding, the project held a three-day technical summit in Yola, Adamawa state. 64 technical staff were in attendance. The summit also provided an opportunity to review year two implementation status and state-specific strategies, discuss effective approaches to achieving project deliverables and share best practices to foster adaptive learning on the project. (See details in section 5.0 below).



Photo 5: 4th technical summit.
Credit: Chris Ikpe

Collaboration and Leverages

Collaboration

Oando Foundation donates scholastic material to support mainstreaming of additional 500 learners in Adamawa and Bauchi States: Through its Adopt-a-School Initiative (AASI), the Oando Foundation presented scholastic materials to 500 mainstreamed learners (250m, 250f) in Adamawa and Bauchi states. This is part of collaborative efforts for public-private partnership in support of IDPs. Oando Foundation, in collaboration with the project, plans to renovate formal schools, provide Information, Communication and Technology (ICT) laboratory, and train teachers and Parent-Teacher Associations (PTAs). (See details under 4.1 below).

US Ambassador to UN, Ms. Samantha Power assesses humanitarian needs of non-formal learners in Adamawa: The US Ambassador to the United Nations, Ms. Samantha Power visited Education Crisis Response-run NFLCs at Malkohi community in Adamawa state and assessed the humanitarian needs of IDP learners. The UN is planning to design an appropriate program that will complement the project’s initiative. (See details in 5.0 below).

Education Crisis Response collaborates with UN World Food Program and others to improve livelihoods of IDPs in Yobe: The project participated in a meeting organized by the WFP in Yobe state aimed at designing interventions to improve the livelihood of IDPs in the state. Representatives of other development partners were also in attendance. (See section 3.3 below for details).

Leverages

Association of Patent Medicine Stores donate first aid kits to 14 NFLCs in Gombe: The association donated first aid boxes valued at ₦12,670 (\$63) to 14 project-run learning centers in Shongom local government area. The support was an outcome of advocacy visits by the CC in the area. (See section 5.0 below for details). In the same vein, the project collaborated with local health authorities to facilitate the deworming of over 11,000 IDP learners in Gombe and Yobe states. The exercise was aimed at improving the health and nutrition status of the beneficiaries and to reduce the cases of illness. (See details in IR2.1 below).

Project leverages on Development Partners support: The project leveraged livelihood support valued at ₦4,816,000 (\$24,116.2) from Mercy Corps in Gombe and distributed foodstuff to 172 (112m, 60f) IDP parents who are in project supported centers. (See IR 4.1). Also in Adamawa, the European Commission - Humanitarian Aid and Civil Protection (ECHO) children of peace project donated basic English and Mathematics textbooks valued at ₦2.8m (\$14,219) to support the education of 2,075 mainstreamed IDP learners. (See details in 5.0).

Community leaders construct staircase and provide clothing at learning centers in Gombe: A community leader in Dadin Kowa, Gombe state, Malam Saádu (Sarkin Ruwa Dadin Kowa) supported the construction of a stairway at the Tung non-formal learning center to help learners, particularly the physically challenged enrolled in the center, easily access their classroom. Similarly, in Gombe, a philanthropist, Alhaji Abubakar Aliyu donated school clothing worth ₦19,000 (\$97.65) to support the education of 15 (10m, 5f) mainstreamed IDP learners in Akko local government area of Gombe state. (See details in section 4.1).

Challenges and Mitigation

The project witnessed continuous relocation of IDP learners from project states to their places of origin. This is attributed to the gradual return of peace in northeast Nigeria and the urge to take advantage of the farming season. The migration played a role in decreasing the number of IDP learners enrolled in centers. However, current enrollment and attendance figures are far above planned targets as CCs in the project states have intensified community mobilization efforts to enroll more out-of-school children. The project is also collating data to identify communities with high concentration of internally displaced children to start working in these communities in project year three.

Do No Harm:

The project ensured conflict-sensitivity in all programming, keeping in mind the impact that education assistance can have in conflict settings. The centers have continued to promote peace, with children taught how to socialize, build hope for the future, and learn.

2.2 Implementation Status

IR 1: Increased Availability of Quality and Safe NFE and Alternative Education opportunities

Sub-IR 1.1 Establish safe, non-formal and alternative education opportunities

The project provided 3,305 (1,696m; 1609f) mainstreamed learners with scholastic materials to improve learners’ literacy and numeracy skills in Adamawa, Bauchi and Gombe States. Also in Yobe, the project collaborated with grantees to distribute sets of scholastic materials, water and hygiene facilities to 7,616 (3296m, 4320f) learners enrolled in the 24 project-supported formal schools and 108 NFLCs.

Table 1: # of learners who received support for mainstreaming by states

	Adamawa	Gombe	Bauchi	Yobe	Total
M	1117	311	268	0	1,696
F	958	380	271	0	1,609
Total	2075	691	539	0	3,305

In Adamawa, the project collaborated with ECHO Children of Peace to disburse ₦2.8m (\$14,219) to provide monetary support to 2,073 (1,144m; 929f) mainstreamed learners in the 66 project-supported formal schools in the state. This was utilized to buy sandals and school uniforms to the beneficiaries. Each beneficiary received ₦1,650. An additional 3,300 less-privileged learners from host communities enrolled in the same project-supported formal schools (50 per school), also received ₦1,460 each.



Photo 6: Head teachers receiving sanitary kids at John Holt and Hodi pare girls' schools. Credit: Salamata Ali-Shuwa

Similarly, a set of WASH materials were distributed to 10 project-supported formal schools in Numan LGA of Adamawa state with each set valued at ₦240 (six brooms, one rake, 4 liters of germicide and one waste bin).

Sub-IR1.2 Integrate accelerated learning programs (ALPs) for core academic subjects, life skills, and socio emotional learning (SEL) services into NFE and alternative learning programs

The project improves Reading in Hausa among IDP learners: Using the enhanced curriculum, the project in collaboration with LMDG organized a five-day workshop in Azare, Bauchi to review and adapt two books earlier developed by USAID-supported RARA project. The project collaborated with the non-formal education technical working group (NFE TWG) to conduct monitoring visits to all project-supported NFLCs and (formal schools in Yobe) to ensure compliance to safety benchmarks adopted by the project. These include learning facilitators' behavior in the classroom, learners' attendance, conduciveness of learning environment, pedagogy, management of center records, adherence to scope and sequence and the general wellbeing of learners at NFLCs. The monitors observed that many of the learners could identify, read and write simple Hausa letters, words and were seen interacting with other learners, the latter representing a key step in putting behind the trauma learners have been through.

The project supports 134 AGLCs and YLCs with materials for skills acquisition: The project supported 134 learning centers - 66 youth learning centers and 68 adolescent girls learning centers - with skill acquisition items in Adamawa, Bauchi, Gombe and Yobe states. Learners at these centers used these material to practice pomade making, liquid soap preparation, knitting, dyeing, perfume production, tailoring, bead making, leathers work, polythene processing, body decoration, hand set repairs and hair cutting. Some of these learners have also shadowed to master craftsmen/women to learn computer skills, and vulcanizing. The project organized a one-day workshop to sensitize stakeholders in Gombe state on the effective application of wraparound services to address social barriers to learning which included psychosocial support skills and services for addressing trauma and referral pathways for learners' social, health, emotional and nutritional needs. Likewise, LFs and mentor teachers were trained to report incidents that affect learners and on how to address them.



Photo 7: Cross section of participants at the sensitization workshop in Gombe Credit: Hassana Lazarus.

Do No Harm:

The awareness creation activities provided to IDP parents and communities led to some philanthropists donating a few scholastic materials and other items which were shared among learners.

Coordination

The project collaborated with state and local governments, head teachers and education secretaries to effectively distribute materials to mainstreamed learners. The project worked closely with ECHO children of peace project to provide education materials and monetary assistance to mainstream learners in Adamawa state. The project also collaborated with some philanthropists to provide school uniforms and clothing to mainstreamed learners.

IR.2 Improved Quality of Instruction in NFE and Alternative Education Programs

Sub-IR2.1 Increase the number and improve the capacity of LFs to provide literacy, numeracy, and life skills instruction and SEL services

Education Crisis Response provides training for learning facilitators in Adamawa and Yobe:

Expansion of project in Yobe was rapid and the project responded by training additional 79 (49m, 30f) learning facilitators and formal school teachers drawn from Bade, Nguru, Fika and Damaturu LGAs. This led to the enrollment of 7,211 learners. In the same vein, the project in Adamawa, conducted a three-day refresher training on social emotional learning (SEL) competencies for 175 (110m, 65f) teachers in the 66 project-supported formal schools where the first cohort of IDP learners are currently mainstreamed. The training is helping teachers effectively support the trauma recovery process of distressed learners. Teachers were also taught about emergency preparedness and response as well as detecting early warning. 135 (95m, 40f) members of the school-based management committees were also trained in the state.



Photo 9: Members of SBMC during the training on emergency preparedness in Adamawa. Credit: Zainab Tukur



Photo 9: Additional LFs at step down training in Damaturu and Bade LGAs of Yobe state. Credit: Rukaiya Ibrahim

The project collaborates with federal and state institutions to improve dignity and health of IDPs:

The project collaborated with the National Population Commission (NPC) trained 32 (24m, 8f) LFs and mentor teachers in Bauchi to support the issuance of birth certificates to IDP learners. This has helped the project to ascertain the real ages of learners for project intervention as well as restore their rights and identities as Nigerians. Similarly, the project in collaboration with local primary health agencies and CCs provided de-worming drugs to 11,397 learners in Gombe and Yobe states. This was aimed at improving the health and nutritional status of the learners and to reduce the rate of absenteeism. Learners in Adamawa and Bauchi states received deworming drugs in quarter two with another iteration planned for next quarter.



Photos 10: Learners receiving deworming drugs in formal schools in Bade and Nguru local government areas of Yobe state. Credit: AbdulAkeem Ganiyu.

The Gombe Anglican Diocesan Initiative (GADDI), a grantee working in Gombe, collaborated with the Saint Luke Mission Clinic to organize a health seminar for adolescent learners at the Herwagana learning center in Gombe. Similarly, Malam Sidi Progressive Association, the grantee working in Kwami LGA worked together with the local CC to develop relevant social programs for the community.



Photo 11: Participants during class simulation on Form B1 & B2. Credit: Titus Ibi



Photo 13: A learner in Yobe state receiving her birth certificate. Credit: Danladi Bala

Education Crisis response promotes friendship, tolerance among IDP learners:

The Christian Faithful Fight Aids in Nigeria one of the project's grantee in Adamawa state organized a friendly football match between John Holt and Pwakupkwe YLC in Numan LGA. The learners were excited about this opportunity and demonstrated their readiness to engage themselves in productive activities.



Photo 12: Learners from the John Holt and Pwakupkwe YLCs prior to the friendly match. Credit: Naomi

In Alkaleri LGA in Bauchi state, learners from Bayan Banki community and those from Haruna memorial participated in sack race, egg race, blindfold race, skipping and football. The event was organized to teach the learners the importance of team work and foster improved interpersonal relations among them.

In Gombe, Yemaltu-Deba LGA celebrated Children's Day, by mobilizing internally displaced learners to take part in a march where they received salutes, recognition and cheers from the Executive Chairman of the LGA, a representative of the Nigerian Police Force and other dignitaries. This increased their sense of belonging, acceptance and equal participation in the communities. A similar activity was held in Adamawa state.



Photo 13: The Chairman of Yamaltu Deba LGA saluting IDPs from ECR NFLCs. Photo: Mohammed Baba

In Bauchi, one of our local partners, CSACEFA, organized a short excursion trip for adolescent girl learners in Tirwun NFLC to the mausoleum of the Late Sir Abubakar Tafawa Balewa², the first and only Nigerian Prime Minister. Learners were urged to emulate the peaceful lifestyle and integrity of the former Prime Minister.



Photo 14: The museum curator encouraging the girls to lead lives of peace and integrity. Credit: Alade Peter

Sub-IR2.2 Establish a coaching/mentoring system to support LFs in NFE and alternative learning centers

The project holds Quarterly Review Meeting with mentor teachers: The project organized a one-day experience sharing and quarterly review meetings in each of the project states. In attendance were mentor teachers who reviewed and simulated the use of classroom observation and management tools, and shared best practices in overcoming coaching and mentoring challenges. Mentor teachers who also served as administrators of continuous assessment to learners, observed the impact of model reading corners on the increased interest in reading by learners.



Photo 15: Meeting with mentor teachers in Bauchi. Credit: Aishatu Aminu

Master Trainers provide coaching and mentoring support to improve community action cycle implementation in Gombe and Yobe States: Master trainers in Gombe and Yobe states provided coaching and mentoring support to members of CCs in Akko, Balanga, Dukku and Gombe LGAs in Gombe state as well as in the five focal LGAs in Yobe state. The mentoring support enhanced the abilities of CCs to effectively implement scalable community action plans in sustaining the project-supported NFLCs in their communities. The master trainers reviewed the action plans developed by CCs. These include effective advocacy and resource mobilization strategies, awareness raising campaigns for increased community participation and the early warning system.



Photo 16: A Master trainer providing technical support to community coalitions in Akko LGA. Credit: Maigari D. Hamza.

Sub-IR2.3 Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers

Project reviews, adapts two USAID-supported RARA read aloud materials to improve numeracy and literacy among internally displaced learners: The project in collaboration with LMDG organized a five-day workshop to review and adapt two books earlier developed by RARA project to include SEL messages for use in conflict environment and facilitate the development of positive social emotional wellbeing among distressed internally displaced learners in the early grades. The recently developed paragraph stories were pilot tested and are being used in the 408 NFLCs in all project states. These culturally-sensitive and age-appropriate materials would also augment other reading materials available in the centers to enhance pupils' listening and reading skills in Hausa, in addition to inculcating good moral behaviors and values in them. Similarly, scholastic materials were distributed to 591 (306m, 285f) mainstreamed learners in the seven focal LGAs in Gombe and learners in non-formal and formal schools in the five LGAs

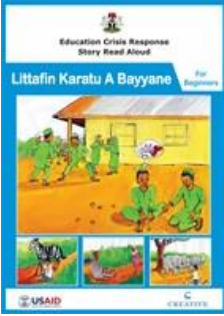
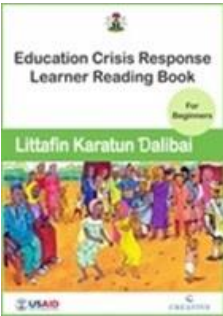


Photo 17: Beneficiaries in Nguru, Yobe with sets of instructional materials distributed by ECR. Credit: Sheriff Mohammed

² Tafawa Balewa's tomb, Nigeria First and only Prime Minister, is a national monument and serves as an interesting tourist site.

of Yobe, to improve the learners’ literacy and numeracy skills. Distribution committees were set up in each of the LGA to supervise the distribution process.

Education Crisis Response establishes 26 reading corners in project states, one per LGA:

As part of the strategy for promoting the reading culture in NFLCs, the project established 26 classroom reading corners, one per LGA. This is expected to improve the literacy of 25,916 internally displaced learners in Adamawa, Bauchi, Gombe and Yobe states. These reading corners have print rich materials and are accessible to all learners. They will also elicit interest in reading and comprehension. The reading corners also serve as mini libraries for both learners and facilitators.



Photo 18: One of the model reading corners in Gombe state. Credit: Hassana Lazarus

Do No Harm

During the adaptation and development of read aloud materials, the project ensured that all passages and stories developed were critically reviewed to incorporate and infuse SEL competencies that will build resilience among traumatized internally displaced learners. The project also promoted inclusion of females in the selection of training participants and by monitoring learning activities in the classrooms.

IR.3 Increased Community Engagement and Support for Schooling in Targeted NFE communities

Sub-IR3.1 Increase awareness of the importance of schooling and non-formal and alternative education opportunities

CSACEFA, FOMWAN mobilize communities to support education of internally displaced children and girl child education:

Project local partners CSACEFA and FOMWAN carried out a wide range of mobilization, sensitization and advocacy work across project states. Compound-based sensitization meetings with internally displaced mothers and caregivers conducted in Nayi Nawa Tsallake community of Damaturu LGA; sensitization and outreach in the palace of Alhaji Yakubu Yusuf (Hakimin Kasar Kariya), the district head of Dan Dakan community in Ganjuwa West LGA of Bauchi State; sensitization campaigns including a palace-based visit to Aliyu Mahmud Ribadu, the district head of Fufore community in Adamawa state, were key activities conducted to ensure that the project gets community support. The project secured commitment of the community leaders in monitoring instruction delivery, learners’ attendance and facilitating support of other community-based stakeholders.



Photo 19: Internally displaced mothers at the compound-based meeting. Credit: Yak Mairam.

CCs conduct exchange visits to share best practices: As part of the project’s adaptive learning strategy, Education Crisis Response organized study tours to promote experience sharing amongst CC members. In quarter two, CCs from Adamawa visited Yamaltu Deba CC in Gombe state during which specific best practices were documented for replication. During the reporting period, CCs in Bauchi, Gombe and Yobe States visited two community-funded NFLCs and a CC-funded classroom reading corner in Malkohi³ IDP host community. After the tours, the groups met to share their experiences, affirming that advocacy is an indispensable tool for CCs in mobilizing resources to support their activities.



Photo 20: Group picture during advocacy to Hakimin Kariya. Credit: Labaran Abubakar

³ A densely-populated community in Adamawa

CCs visit formal schools to monitor progress of mainstreamed learners: Members of CCs across the project states visited formal schools where learners from NFLCs in their communities were mainstreamed. The visits were aimed at monitoring progress, identifying challenges and proffering solutions. Overall, 30 formal schools were visited and CCs observed that the learners were coping just like other learners and exhibiting positive social skills especially with their colleagues in the same classroom.



Photo 21: Mainstreamed learners in Tolba primary school Dadin Kowa. Credit: Maigari Hamza

Notable during the reporting period, is Dukku-north CC chairman who monitored centers in Dukku and confirmed the safety of classroom environment, adequate shelter, water and other hygiene related issues. CCs in Ganjuwa east LGA collaborated with Development Exchange Center (DEC) – a grantee managing the centers in Ganjuwa LGA for a fundraising event with proceeds used to sew uniforms for learners mainstreamed in formal schools.



Photo 22: Pupils cheering during the chairperson's visit to Shabewa NFLC. Credit: Lamido Abubakar

Sub-IR3.2 Strengthen or activate community education support groups/committees

FOMWAN's counseling and sensitization meetings with 33 IDP mothers in Adamawa: FOMWAN held a counseling and sensitization meeting with 33 mothers displaced by insurgency in Kiri community of Shelleng LGA, Rumde Jabbi and Wauru Jabbe communities, both of which are in Yola south LGA, Adamawa state. Mothers who narrated their experiences of abuse and torture were encouraged to forgive and embrace one another. At the end of the meetings, the mothers made commitments to forge ahead and avail themselves the opportunity to become literate and send their children to school.



Photo 23: Mothers during the counseling meetings in Kiri community. Credit: Amma Goni

Feedback loop and experience sharing meetings with stakeholders in IDP Communities: In order to enhance community engagement and support for schooling in targeted NFLCs, the project trained grantees staff to facilitate a one-day feedback loop meeting for key stakeholders in each of the 26 focal LGAs of Adamawa, Bauchi, Gombe and Yobe States. The meeting facilitated the sharing of experiences and the identification of key issues affecting project implementation in the areas of **access, learning performance and safety**, and assigned roles and responsibilities to address issues which would have remained unsolved without the experience sharing meetings. At the meetings, each LGA education secretary (ES) served as chairperson, representatives of the grantees as secretaries, while other community leaders, LFs, mentor teachers, IDP parents' representatives and the CCs served as members. The CCs in Damaturu and Nguru LGAs, Yobe state have addressed one of the issues identified during the meetings by organizing monthly guidance and counseling sessions in collaboration with religious leaders across the youths and adolescent girl learning centers. Reduction in absenteeism has been observed in centers where these actions were carried out, thus stimulating community ownership and sustainability of the project.



Photo 24: Stakeholders of the ECR project in Yobe discussing achievements, challenges and way forward during feedback loop meeting. Credit: Kamilu Zainu

Similar actions were taken in Mana community of Tilde district in Toro LGA of Bauchi state as well as in Yola north and Numan LGAs of Adamawa state. Equally notable was the experience shared by the community leader of Mana who pointed out that project-supported learning center was the first school to be established in his community. For this reason, the community has planned to develop the center into a first-ever community formal school. The Ardo (a title given to a Fulani community leader), Malam Hassan Adamu conveyed this in his words: ***“Education Crisis Response is the first founder of Mana formal school and this will be clearly written in the history of our***



Photo 25: Experience sharing with stakeholders in Mana. Credit: Abubakar Mohammed.

community.”

Do No Harm IR 3

Inclusiveness was the key word in facilitating community engagement which gave the stakeholders a sense of togetherness. Local capacities, self-help opportunities and the resources already present in communities were harnessed in addressing some of the challenges identified. In all the activities conducted, local cultural practices were respected. For instance, FOMWAN and CSACEFA, who were engaged in the sensitization meetings placed emphasis on girl-child education.

Coordination

The successes recorded was the result of efforts exerted by several stakeholders including the community leaders, CCs, learning facilitators, education secretaries and the sub grantees.

IR.4 Increased State and Local Governments and Civil Society Support for NFE and Alternative Education Options

Sub-IR4.1 Align and operationalize policies to support NFE and alternative learning centers

Coordination meetings held to align and operationalize policies to support NFE and alternative learning centers: The providers of non-formal education in Adamawa State held a meeting to discuss ways of coordinating their activities for effective results. The meeting, which was attended by 41 participants (24m, 17f), was aimed at harmonizing the goals of non-formal education so that providers can operate and align with government framework and policies. This will enable them to nurture favorable policy for improving non-formal education services in Adamawa State. Stakeholders agreed on the need for synergy.



Photo 27: The Deputy Director, ADSAME making a presentation during the coordination meeting. Credit: Elizabeth Mathias Zirra

During a routine visit by the Project Director, Ayo Oladini, to Adamawa state, he expressed satisfaction with the support received from the government and asked for improved collaboration in subsequent programming. Adamawa Commissioner for Education and Permanent Secretary Ministry of Education, Dr. Kaletapwa Farauta and Mallam Bashir Tukur respectively commended USAID support through the Education Crisis Response project in Adamawa state.



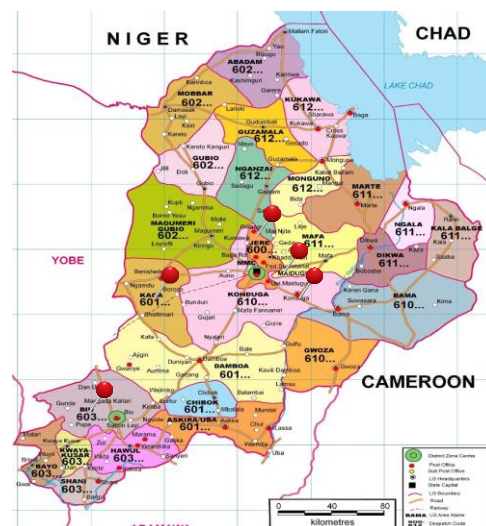
Photo 26: New SUBEB chairman Bauchi making response during ECR advocacy visit. Credit: Aishatu A. Aminu

“We are all Nigerians, we will work together with USAID-ECR to see that all the torn parts of our dear country have been put back and stitched together as one”

Bauchi SUBEB Executive Chairman, Professor Yahaya Ibrahim Yero

In Bauchi, the project paid an advocacy visit to the newly appointed Executive Chairman of SUBEB Professor Yahaya Ibrahim Yero to provide an overview and update about the project and obtain his buy-in. In his remarks, Professor Yahaya stated that he was aware that SUBEB and Education Crisis Response have been together long before his appointment and that SUBEB will continue to partner with the project to sustain the gains.

Borno state stakeholders select five focal LGAs for project intervention: Following the modification to the existing cooperative agreement, the project commenced start-up activities in Borno state with advocacy visits to the state ministries, departments and agencies (MDAs). The team visited the Honorable Commissioner for Education and his team, ministries of budget and economic planning, women affairs, religious affairs, local government and chieftaincy affairs management heads. The team also met with the Chief Executives of state emergency management agency (SEMA), SUBEB, SAME and the Provost, state college of education.



The project team capped the visits with a one-day stakeholders' meeting for the selection of five (5) focal LGAs. After extensive deliberations, stakeholders recommended Maiduguri municipal council area, Jere, Konduga, Kaga and Biu LGAs which were approved by USAID. The Honorable Commissioner for Education Alhaji Musa Inuwa Kubo chaired the one-day meeting. A total of 73 (62m, 11f) people drawn from Borno MDAs, College of Education and key development partners such as UNOCHA, UNICEF, and Save the Children were in attendance.

Sub-IR4.2 Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options

The project holds grants review meeting with Yobe grantees and CCs: The project held a two-day grants review meeting with Yobe grantees and CC chairmen in Damaturu. The meeting appraised the status of program activities implemented by grantees and CCs, financial management, documentation and retirement/liquidation, procurement issues as well as implementation bottlenecks. The meeting recommended best practices through group work and peer-learning approaches to improve upon issues and observed gaps bordering around establishment and management of centers, handling learners' enrollment, attendance, relocation of learners, community participation, resource mobilization strategies as well as the effective implementation of CC action plans within given timelines.



Photo 28: Participants at Yobe's grants review meeting. Photo Credit: Kamilu Zainu

Sub-IR4.3 Assist with development of transition plans for state and local government support of NFE and alternative learning centers

Project begins transition plans with a two-day conference for policy makers, legislators and key stakeholders: The project organized a two-day conference to share evidence-based project achievements and to develop strategy for sustaining project activities after closeout. In attendance were representatives from policy makers, legislators and key stakeholders including the traditional and religious leaders in host communities and civil society organizations (CSOs) in Adamawa, Bauchi, Borno, Gombe and Yobe States. It was also attended by the representative of the Honorable Minister of Education, Mrs. Nkiru Osisioma, the Deputy Director - National and International Development Partners; the Executive Secretary, National Mass Education Commission (NMEC), Alhaji Jibrin Paiko and the representative of Universal Basic Education Commission (UBEC) Mallam Mansir Idris from Kaduna Zonal office. The two days' conference was chaired by the Honorable Commissioner of Education, Yobe state – Alhaji Mohammad Lamin who shared and discussed Education Crisis Response activities.



Photos 30: Group picture of stakeholders from the five project states. Credit: Abdullahi Mahmood

Photo 29: Honorable Commissioner Alhaji Mohammed Aminu making a remark at the conference. Credit: Abdullahi Mahmood

At the end of the conference, representatives of the five project states committed to developing transition plans for inclusion in 2016/2017 fiscal year to scale up project activities and start off with minimal number of LGAs where there is higher presence of IDPs. The conference also

issued a communiqué to keep record of the agreed commitment and follow up in the project states (See Annex G).

Government Actors Adopt Transition Plans and Allocate Budgets to Sustain Project interventions: Following the conference of policymakers from the project’s five focal states, representatives of various MDAs met in their respective states to review and adopt the transition plans developed during the conference. The transition plan development meeting in Yobe took place on June 28-29 while Adamawa, Bauchi, Borno, and Gombe held similar meetings simultaneously on June 29-30. The meeting outlined the project activities for inclusion into the 2017 annual plans and budgets of appropriate institutions to demonstrate sustainability of Education Crisis Response. *“Education Crisis Response ends in October 2017, how can we institutionalize this project so that the IDPs and other vulnerable children can benefit from the education program? This is why we are here,”* the Director Planning of the Bauchi State Agency for Mass Education, Ali Gambo said.



Photo 36: Stakeholders from different state ministries, departments, and agencies in all ECR project states met in their respective states to modify and adopt the project’s transition plan. Credit: Chima Onwe

Participants at the meeting selected the project’s activities and assigned key institutions to ensure their inclusion in the 2017 budget cycle. For instance, BASAME, SUBEB and SEMA are to mainstream more learners from the non-formal schools to formal schools by making provisions for uniforms and other scholastic materials in their budgets for the learners. A total of N79 million (Adamawa N5m, Bauchi N15m, Gombe N29m and Yobe N30m) was earmarked by the governments of the project states to replicate and open 85 NFE centers using the project’s model across the states. This amount is equivalent to USD 278,169. The stakeholders plan to work with the project management to lobby the state legislators for the passage and fund allocation to agreed activities in the respective states.

Do No Harm

In engaging the communities on peace and conflict mitigation, the project engaged local community resources such as Jama'atu Nasril Islam (JNI) and the Christian Association of Nigeria (CAN). To continue to promote peace, locals were sourced from the communities who will serve as “peace makers” in the communities.

Collaboration

The project collaborated with the CCs and community leaders to sensitize and mobilize communities on the importance of peace and conflict mitigation.

2.3 Implementation Challenges

- Intensive monitoring of activities in the 408 centers across four states is overwhelming for the project staff. To address this challenge, the project recruited, trained and deployed independent monitors to support project staff, grantees and other stakeholders.
- As peace returns in the conflict affected communities, some IDPs are gradually relocating to their communities of origin thereby depleting the number of enrolled learners in project-supported NFLCs. To address this challenge, CCs are raising awareness among IDP communities to identify more children who did not have the opportunity to access basic education. The project is also collating data to identify other LGAs and communities with a concentration of IDPs where PY3 cohort can be sourced.
- Rain disrupted the teaching-learning process in some learning centers accommodated in temporary locations. CCs and mentor teachers promptly relocated these centers to safer locations. Also some flood caused by the rainy season made some centers inaccessible to some learners. CCs in affected communities relocated these centers to

a location accessible to all learners.

- Two members of a CC from Yobe state had an accident on their way to Yola for an exchange visit. Those involved in the accident have now returned home safely.
- Some parents and caregivers expected their children to support them in their farms which is often within the operating hours of the learning centers. This also resulted in a drop in attendance in many centers. CCs in the various communities went round to persuade parents to provide their children the opportunity to attend school.
- It was observed that the project's activities were overlapping with the USAID-sponsored Technology Enhanced Learning for All (TELA) project in Sabon Gari area of Girei LGA in Adamawa. The management of both projects met to clarify areas of concern.
- Replaced learners, who join the centers/program at a later time when distribution of scholastic materials has been done are left without scholastic materials. The project will procure additional materials in quarter four to cater for replaced IDP learners.

2.4 Monitoring and Evaluation Plan Update

Familiarization and orientation meetings for NFLC facilitators: The project held familiarization and orientation meetings in each LGA with LFs. The meetings were aimed at introducing the different components of the project to the LFs and to also explain the responsibilities and activities of the different stakeholders of the project. These include LFs, grantees (especially M&E officers), CCs and mentor teachers. It also provided an opportunity for the LFs to interact with the various M&E tools used by the project. During the meeting, the training of trainers (ToT) approach built the capacity of the M&E officers of grantees in workshop facilitation and training. It also provided an opportunity for the LFs in each LGA to come together and meet with the grantees and the M&E unit in a participatory training workshop. The trainers' training, which took place in the different states between March 31 and April 5 was attended by 40 participants made up of grantee M&E officers and program officers. The step down training was held in all states from April 2-6, 2016. In all 389 (288m, 101f) facilitators benefitted from the training. This figure comprises of 100 (69m, 31f) from Adamawa; 94 (70m, 24f) from Bauchi; 94 (74m, 20f) from Gombe and 101 (75m, 26f) from Yobe state.



Photo 32: LFs on familiarization meeting in Fufore LGA of Adamawa state. Credit: Esther M. Ajayi



Photo 31: ToT for sub grantee M&E officers in Yobe state. Credit: Abdul-Akeem Abdul Ganiyu

The project trains staff, stakeholders on CreativeMapper⁴, mobilizes key officers to begin data collection on ECR learning centers in project states: The project completed the mapping of and data collection of all NFLCs across Adamawa, Bauchi, Gombe and Yobe states. The web-based exercise is powered by Geospago's CreativeMapper. The mapping and data collection exercise was preceded by two rounds of intensive trainings. The first was for project staff and the second for relevant government partners representing their respective agencies. Participants at the former training later trained enumerators in the different states in preparation for center visits, mapping and data collection. At the end of the data collection, 7 (6m, 1f) administrators were trained on data review and cleaning, map creation and storytelling. This and subsequent data collection exercises will help ensure precision, timeliness and accuracy of data. They will also facilitate the design of center maps, such as those presented in this report. In all, 59 people benefitted from the training on CreativeMapper. The figure consists of 16 (13m, 3f) staff members and 43 (26m, 17f) government partners spread over the four states. The 43 beneficiaries of the training included 10 (5m, 5f) from Adamawa state; 10 (7m, 3f) from Bauchi state; 10 (6m, 4f) from Gombe state; and 13 (10m, 3f) from Yobe state. Some of the state agencies' representatives who took part in the exercise are eager to adopt the technology. The maps contained in Annex F are some of the products of the CreativeMapper innovations on the project and the project plans to extend the use of technology in its other routine monitoring and data collection activities.



Photo 33: Participants at CreativeMapper training. Credit: Rasheed Sanni

⁴ CreativeMapper is a web-based technology that the project has just adopted to be used in data collection.

Education Crisis Response trains and deploys 211 independent facilitators to monitor learning centres:

In line with the project's effort to ensure effective monitoring of 408 NFLCs in Adamawa, Bauchi, Gombe, and Yobe states the project recruited 211 (152m, 59f) monitoring officers. The monitors, who were largely retired teachers and civil servant, were sourced from within the communities where the learning centers are located. Each monitor was assigned one or two learning centers and is required to visit the centers during all open days. During their visit, the monitors observed at least one lesson and complete a form with information of his/her observations. They also report observations like learners' attendance, learning facilitators' adherence to scope and sequence and feeding of the learners. Prior to their deployment, the monitors were made aware of their responsibilities and other stakeholders in the project. The one-day training which took place on different days between May 9-13, 2016 in the four project states also focused on rules and logistics for monitoring centres, line of communication, report submission, deliverables and remuneration. The 211 monitors, who helped to ensure accountability, are spread across the four states as follows: 50 (31m, 19f) in Adamawa; 53 (35m, 18f) in Bauchi; 53 (46m, 7f) in Gombe; and 55 (40m, 15f) in Yobe.



Photo 34: Monitoring consultants during training in Damaturu, Yobe state. Credit: Rukaiya Ibrahim

Project conducts internal Data Quality Assessment (DQA) to improve data quality and reliability:

The project conducted an internal DQA aimed at improving the quality and reliability of the data collected during project implementation. The assessment team, which was headed by an external DQA expert, took place in two local government areas of all four project states. The assessment team were in Adamawa from May 16-19, 2016 and visited Yola North and Fufere local government areas. The team visited Bauchi (Bauchi and Alkaleri LGAs), Gombe (Dukku and Yemaltu Deba LGAs), and Yobe (Damaturu and Fika LGAs) between May 30 and June 7, 2016. During the exercise, the assessment team checked for five indicators including: i) number of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14); ii) number of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31); iii) number of textbooks and other teaching and learning materials provided with USG assistance ** (3.2.1-33); iv) number of laws, policies, regulations, or guidelines developed or modified to improve primary reading programs or increase equitable access* (3.2.1-38); and v) number/percentage of NFLC/AE learners transitioning to formal schooling (FS). At the end, recommendations were offered on how to improve data collection and data flow together with documentation generally and standard of operations.



Photo 41: ECR project Staff at preparatory meeting for internal data quality assessment. Credit: Akeem Ganiyu

3. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

3.1 Gender Equality and Female Empowerment:

Northeastern Nigerian states have historically neglected girls' education, which has resulted in a very low female enrollment, compared to male enrollment. To fill the gap and ensure that more girls are enrolled in schools in the future, the project devised means and ways to increase enrollment by 55%. The project set up 59 girls-only centers, where 2,962 girl learners aged 6-12 were are taking part apart from other centers where co-education is practiced. Furthermore, the project targets IDP mothers during sensitization and outreach work in communities.

Taking into account the specific needs of adolescent girls, the project distributed dignity kits to female learners in all the NFLCs in Adamawa state.

LFs are advised and monitored so that they do not discriminate one gender over another and to engage both boys and girls in group work.

CCs are also playing their part by developing action plans to further the cause of female education in their respective localities. They also aim to follow-up on learners who drop out of school.

Grantees are encouraged to emphasize hiring female LFs. In the long run, this policy is expected to help achieve gender balance among teachers.

Also, the project makes sure teaching methods and materials are free of stereotypes and gender bias. The project made conscious efforts to ensure the inclusion of women through information-sharing and engagement. Health and hygiene talks were provided in exclusively female meetings to improve the general health conditions and cleanliness of their household environments.

3.2 Sustainability Mechanisms

During the quarter under review, the project took solid first steps in ensuring the smooth transitioning and management of its activities by the government in the focal states after closeout. This effort began with advocacy campaigns to the house of assembly in each state, where decisions on budgetary allocations are made. Through the Project Consultative Group (PCG) and the NFETWG, the project begun lobbying for more government funding in favor of quality education for out of school IDPs and host community youth.



Photo 42: Members of Bauchi TWG in a meeting on sustainability of ECR project. Credit: Chris Ikpe

The project took further steps to actualize this by facilitating policy briefing conferences followed by state level meetings. The outcomes of the conferences and state level transition plans were major headways toward achieving sustainability. Representatives of the five project states made commitment to developing transition plans for inclusion in the 2016/2017 fiscal year as a key step in scaling up project activities. Currently, the project is supporting appropriate MDAs in each state to develop transition plans which integrate and align the project's initiatives with their education sector plans (SESP, SESOP and MTSS) as well as annual operational plan budgets. A total of NGN79 million (Adamawa NGN5m, Bauchi NGN15m, Gombe NGN29m and Yobe NGN30m) was earmarked by governments of the project states to replicate and establish 85 NFE centers using the project's model across the states. This amount is equivalent to USD 278,169.

The project has also fully engaged local and state authorities to review and develop manuals for use in NFLCs and to monitor for quality delivery of educational services.

Traditional and religious leaders, CCs, health personnel and communities led campaigns to mobilize support for NFE, to promote peacebuilding in communities affected by conflict and to elevate the health and hygiene status of all the learners in the project states. Action plans developed by CCs constitute alternative sustainability tools since they allow communities to take initiatives and mobilize resources to solve communal problems. Community stakeholders were equally involved in the identification of teachers and the location of learning spaces. The above efforts are progressively reinforcing ownership of the structures and action plans by the community and government.



Photo 43: Members of Adamawa TWG in a meeting on sustainability of ECR project. Credit: Elizabeth Mathias

Also, through training and workshops, Education Crisis Response is building the capacity of CSOs to support government in sustaining the project and in undertaking similar projects in other fragile and conflict-affected zones. Some CSOs have already demonstrated that they are able to implement the model introduced by the project.

3.3 Youth Development

The project requires learners in the AGLCs and YLCs to be equipped with skills that are helpful and valuable to them and to their families to improve their livelihoods. To realize this plan, the project organized conversations where CCs, mentor teachers and key stakeholders are consulted

in view of identifying appropriate and low-cost life skills that youth and adolescent girls need to acquire.

Vocations identified through this exercise include shoe-making, soap-making, making of antiseptic, detergents, air fresheners, tie and dye, tailoring, sewing, knitting, bead-making, henna tattoo design, cap making and embroidery. The acquisition of these trades have been incorporates in the curriculum of 134 centers - 66 YLCs and 68 AGLCs. Learners have begun packaging and selling their products in local markets to sustain their livelihoods and to support their education after graduation in September 2016.



Photo 44: Girls at Jangadole AGLC, Fika LGA learning to knit. Credit: Hajiya Jummai

CSACEFA-managed AGLCs in Tirwun community in Bauchi LGA, enabled nearly 100 girls through a two-week training program to pack local peanuts. They are packaging the products in different sizes of plastic containers and selling them between NGN200 - NGN500 (USD1 - USD2) per package. Another 50 girls at the Gongola adolescent girls’ learning centers in Dambam, were empowered with skills to make petroleum jelly, wool caps and liquid soaps. The learners started production of these items and are selling the products in the local markets.



Photo 45: Girls at Tirwun packing peanuts. Credit: Alade Peter

In Yobe, 100 girls at Janga Dole and Moi Mama AGLC in Fika LGA were trained on the production of bamboo hand fans, handwoven caps, needle works, and making of embroidery. After the training, some of the learners produced and sold these items in their local markets. Their products gained high patronage from the communities who considered them cheaper compared with others produced outside the community. Their male counterparts in Janga Dole, Anza, Moi Mama and Fika Gari communities in Fika LGA acquired skills to produce liquid soap and cut hair.

“I am very happy with the way the children are trained to be useful to themselves, families and communities. I believe this training will help the children to forget the past and think of a better future.”

Lawan Musa, one of the internally displaced parents in Jigawa community in Yobe State

The project collaborated with CCs to identify volunteer craftsmen and craftswomen to train the youth on different crafts. Two hours were assigned for skills acquisition, preferably before the commencement of literacy lessons. The project sensitized communities to encourage their children to take advantage of these opportunities. Such participatory planning is predicted to yield better results with constant tracking and monitoring.

The parents of the learners affirmed that apart from economic independence, the skills acquired will keep the children busy and distract them from reflecting on the trauma that they had experienced. In Nguru LGA of Yobe state, the craftsmen and craftswomen pledged to sustain skills acquisition training for youth and adolescent girls. With all stakeholders actively participating, communities can give a future to their youth and make their environment a better place to live in.



Photo 46: Craftsman and crafts women in Nguru LGA, Yobe state with the state team leader Credit: Sherrif Mohamed

In Q4, the project plans to motivate learners to work harder by awarding best performing learners with prizes.

3.4 Policy and Government

State government MDAs in the focal states have continued to support the project at various stages of implementation. The support included: participation of civil servants in different TWGs, provision of facilities for learning, and the supply of teaching and learning materials. The state governments have demonstrated commitment to the sustainability of project initiatives by conducting follow up conferences to consolidate the project’s interventions. PCGs have been at the forefront in supporting project implementation. The LMDGs comprising civil servants from various MDAs, took part in the development of learning

materials (e.g. Trainers Guide, Learning Facilitators Guide, Scope and Sequence, Read Aloud). Government stakeholders were also involved in the review, development and adaptation of various assessment tools to measure progress in learning outcomes used in the project.

3.5 Local Capacity Development

The project has continued to develop the capacity of individuals, groups, community members and various stakeholders with a view to sustaining project interventions. Additional LFs in Yobe were recruited and trained while SEL refresher trainings were conducted for Adamawa formal school teachers, mentor teachers and grantees. In Adamawa, the project trained SBMCs on emergency preparedness. The project also collaborated with National Population Commission to train LFs, mentor teachers and grantees monitoring and evaluation officers to support the registration and issuance of birth certificates to IDP learners in the project states.



Photo 47: Participants at Yobe's grants review meeting.
Credit: Kamilu Zainu

Additionally, mentor teachers have been trained in coaching and mentoring, and CCs have been trained in resource mobilization and development of community action cycle. This intervention enabled local NGOs to become more responsive to needs and expectations.

Furthermore, the project trained 43 (26m, 17f) government partners spread across the four states of Adamawa, Bauchi, Gombe and Yobe on CreativeMapper. Some of the state agencies' representatives who took part in the exercise are eager to adopt the technology. Finally, the project's M&E team has carried out refresher trainings for grantees' M&E officers on how to use the monitoring tools and procedures, to enable them to conduct monitoring of the learning centers.



Photo 48: Group exercise on practical liquidation process and bank reconciliation using the standard checklist.
Credit: Chris Kumbut

4. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

The project collaborated with stakeholders at different levels to campaign for improved access to education and peaceful co-existence. In Bauchi, the project collaborated with religious groups and philanthropists to promote peace. The outreach featured games and dances that demonstrated love, unity and forgiveness. FOMWAN national coordinator, Asma'u Adamu conducted a one-day field visit to NFLCs and youth learning center in Mararraba community. During her visit, she provided on-site technical support to the project.

FOMWAN also collaborated with JNI and CAN to promote and organize peacebuilding campaigns in view of mitigating conflict and promote peaceful coexistence among IDPs in communities in Shelleng LGA, Adamawa state. Speakers at the peace and reconciliation meeting encouraged individuals and groups affected by the armed conflicts to forget the past, be agent of peace and show tolerance and respect for one another. The organizations also collaborated with community and religious leaders to sensitize displaced mothers in Sabon Gari and Tashan Sani communities in Yola South LGA, Adamawa state on the need to encourage their children to go to school.

The project collaborated with the National Population Commission to train LFs and mentor teachers on how to complete birth registration forms. Those trained worked as ad hoc volunteers to support the registration and issuance of birth certificates of over 12,000 internally displaced learners. Two thousand of those registered have been issued birth certificates. Also, the project collaborated with local health workers to administer deworming medicine to over 11,000 learners and project-supported formal schools in Gombe and Yobe states.

The project involved community and religious leaders during the feedback loop meeting. In Bauchi, the project organized a dialogue session where grantees met with the traditional and religious leaders of the communities. The grantees used the group breakout sessions to share their challenges in implementing the project and requested support from the leaders. In response, the traditional and religious leaders made a commitment to address the challenges.

4.1 Collaboration with USAID and other implementing partner projects

The project collaborates with Oando Foundation to mainstream additional 500 IDP learners in Adamawa and Bauchi states:

The project collaborated with Oando Foundation's Adopt-a-School Initiative (AASI) to provide scholastic materials for 500 additional mainstreamed IDP learners (250 boys and 250 girls). Some of the beneficiaries were graduates of the project's basic literacy program in year one while those in Adamawa were intending graduates from NFLCs into formal schools. At the



Photo 49: Presentation of scholastic materials to beneficiaries by SAME, Oando and the community. Credit: Chris Ikpe

ceremony attended by the Head of Oando Foundation, the Executive Secretary of Bauchi SAME and the representative of the Executive Chairman of Bauchi SUBEB, each beneficiary received a pack containing textbooks for English language, Mathematics, Verbal and Qualitative Reasoning; 12 exercise books and 2 units each of pencils, biros and erasers. The estimated cost of a starter pack is ₦3,740 (\$19); this totaled ₦1,906,000 (\$9,492). Oando Foundation adopted nine project-supported formal schools for intervention – five in Adamawa and four in Bauchi.

Education Crisis Response collaborated with World Food Program and others to improve livelihood support to IDP communities in Yobe:

The project was represented in a meeting organized by the United Nations World Food Program (WFP) for development partners in Yobe state. WFP shared information with partners that could inform a decision for designing the scale up of its food supply and nutritional assistance to people in the displaced and vulnerable host communities of Yobe state. The meeting was attended by UNICEF, Education Crisis Response, Cooperazione Internazionale, World Health Organization, Action against Hunger and others. The meeting assigned ranking codes to prioritize intervention levels and assistance needed by all the seventeen LGAs. Ranking codes 1 and 2 were assigned to functional LGAs, requiring very little intervention; code 3 was for LGAs that require some interventions for improved development, while codes 4 and 5 were assigned to LGAs that are underdeveloped. With respect to this, project focal LGAs were ranked either 3 or 4, meaning that most support from WFP will complement the project's efforts in fighting poverty and illiteracy in Yobe state. The WFP will share the final report of its assessment with other partners to facilitate collaborative efforts.



Photo 50: A cross section of development partners in a meeting in Yobe. Credit: Kamilu Zainu

US Africa Ambassador to UN, Samantha Power assesses humanitarian needs of non-formal learners in Adamawa:

The project hosted Ms. Samantha Power, the US Ambassador to the United Nations, in Adamawa state. The ambassador who was on a one-day visit to assess the humanitarian needs/situation of IDPs in Yola visited the official and non-official camps in Malkohi village. Ms. Power was elated to see the achievements recorded by the project and how the US government was able to assist people displaced from their homes as a result of insurgency. She said the humanitarian assessment will enable the UN to design an appropriate program that will complement those being implemented by various organizations in the state.



Photo 51: The US Africa Ambassador to the United Nations, Samantha Power during a visit to the non-formal learning center in Malkohi. Credit: Amma Goni

The project collaborates with Mercy Corps to provide livelihood support to IDP parents in Gombe:

The project leveraged livelihood support valued at NGN4,816,000 (USD24,116.2) from Mercy Corps in Gombe by distributing foodstuff to 172 (112m, 60f) IDP parents who were struggling to provide for their families in Kwami LGA. Each of the beneficiaries received food vouchers and support worth NGN28,000 (USD140).

Association, local health department donates first aid kits to Project’s learning centers in Gombe: Following an advocacy visit by CCs, the association of patent medicine stores in Shongom LGA, Gombe State donated first aid kits valued at NGN12,670 (USD63) to each of the 14 NFLCs in the LGA. The CC collaborated with volunteer public health workers in the LGA to train LF’s on how to administer first aid. LF’s also received information on health referral pathways, especially in the event of serious emergencies. Similarly, the CC in Dukku community in Gombe state received three sets of first aid kits valued at NGN7400 (USD37.4) from the LGA primary health care department. While donating the first aid kits to the coalition, the coordinator of the Dukku Primary Health Care, Buba Siddi pledged continual support in improving the health status of internally displaced learners in the area. Also, a community leader in Dadin Kowa in Gombe state, Malam Saádu (Sarkin Ruwa Dadinkowa), built a staircase to ease access of learners to their classrooms, in Tung non-formal learning center of Gombe. The estimated cost of building the staircase is NGN2,750 (USD14).



Photo 52: (left) ECR community mobilization officer, Maigari Hamza presenting first aid kit to a learning facilitator; (right) a health worker demonstrate how to use first aid kit. Credit: Suzzana Hussein and Hassana Lazarus

5. MANAGEMENT AND ADMINISTRATIVE ISSUES

The project holds a three-day staff summit, strategizes on project implementation in Yola: The project held its fourth technical summit in Yola, Adamawa state. 64 staff members were in attendance. The three-day summit provided opportunity to deepen staff understanding; review year two implementation status, identify state-specific strategies for project implementation; maintain flawless approaches toward achieving project deliverables and share best practices as critical adaptive learning on the project. Specific areas of focus included report writing, monitoring strategies, adoption and production of RARA materials for all learners, preparedness for mainstreaming the second cohort of learners and engaging government and stakeholders for the project transition plans. All issues raised were documented in an issues log assigned to project personnel along with timelines for follow up and reporting. Fifteen technical staff were attending for the first time.



Photo 53: Participants at the technical summit in Yola. Credit: Ibrahim Abdul

Creative Associates Director of Executive Operations visits internally displaced learners and stakeholders in Bauchi and Gombe States: The Director of Executive Operations, Office of the President, Creative Associates International, Mr. Timothy Kernan visited the project NFLCs, host community stakeholders and key government partners supporting project activities in Bauchi and Gombe states. The two-day visit was a follow up to appreciate government, communities, traditional and religious leaders as well as staff of the USAID- funded project for the high impact on the lives of IDPs. His visit further validated the impact of the project on IDP learners who expressed hope for the future. Timothy, alongside the government partners and project staff, toured and observed learning activities. He was not only amazed at the significant learning improvement in reading and writing skills but also the restoration of hope and smiles on the faces of the children. He had some moments to encourage the learners to stay in school and study harder to achieve their ambition and also praised key stakeholders who warmly welcomed him for collaborating with the project to make a huge difference in the lives of the learners.



Photo 54: Left: IDP learners at Kangere NFLC warmly receiving Timothy Kernan; Right: Girls at Tirwun NFLC had moments of interaction with Timothy Kernan in Bauchi State. Credit: Chris Ikpe



Photo 55: Mr. Tim and the Project director posing for a photograph with Adolescent Girls in Manawashi, Gombe and the senior district head of Gombe, Yarima Gombe Alh. Abdulkadir Abubakar. Credit: Maigari Hamza

In the meetings with Government of Gombe and Bauchi states as well as Community members and grantees, they all seemed to make one request: “Facilitate the extension of Education Crisis Response for the benefit of other displaced children”.

Education Crisis Response produced video clips on project sustainability, which are being reviewed for USAID’s approval. Meetings at different levels were held to ensure constant feedback from both management and field operations staff such as: weekly technical meetings, monthly general staff meetings and weekly/monthly component reviews of the work plan and budget. The project developed a project-wide procurement plan using documents provided by Creative HQ.



Photo 56: Timothy meeting with key government partners in Bauchi and Gombe states Credit: Chris Ikpe and Femi Adetola

In view of the extra security needs in the project states, the project hired a security officer. We also collaborated with other USG-funded projects operating within the four project states to share security information required to make informed decisions.

In Yobe state, the government has demonstrated its commitment to Education Crisis Response by providing office accommodations at SAME to serve as a project office for FOMWAN and CSACEFA staff domiciled in Damaturu, as well as for other project staff who come into Yobe for weekly implementation and/or monitoring.

6. LESSONS LEARNED

- With resource mobilization strategies and capacity building trainings, community coalitions can sustain the project through fundraising, monitoring and sensitization of communities to support the NFE centers.
- Involvement of communities in the affairs that concern them increases the level of ownership and sustainability. The collaboration between one CC in Yobe and the mentor teachers to facilitate provision of birth certificates for learners is a good example of community engagement.
- Close monitoring of centers by mentor teachers and CCs was critical to successful program implementation.

7. PLANNED ACTIVITIES FOR NEXT QUARTER, INCLUDING UPCOMING EVENTS

IR 1: Increased availability of safe, quality and relevant non-formal education and alternative learning centers

In quarter three, we recruited and trained independent monitors across the four project states on monitoring tools and procedures. In quarter four, in collaboration with the TWGs we will work to map out communities with high concentration of IDPs in Borno which will serve as the basis for establishing and monitoring NFLCs for compliance purposes.

IR 2: Increased quality and relevant instructions and teaching-learning materials for literacy, mathematics and life skills in non-formal education and alternative learning centers

In quarter three, we monitored learning facilitators to ensure compliance to the use of scripted lessons and scope and sequence. In quarter four, 78 mentor teachers will be engaged to monitor 408 learning facilitators twice every month in project states. We will conduct a one-day quarterly coaching/mentoring review meeting with master trainers and mentor teachers; conduct a bi-monthly/quarterly feedback loop on quality at the LGA and state levels, and disseminate findings in technical fora.

IR 3: Increased community engagement and support of schooling in targeted non-formal education

In quarter three, we supported CCs to deliver community action cycle. In quarter four, we will continue with the campaign to inspire internally displaced parents to support the retention of their children, particularly females. The CCs will continue their follow-up visits to formal schools to observe learning conditions of mainstreamed learners and provide feedback. The project will hold meetings to identify lessons learnt and best practices which will inform project design and implementation for project year three. In Borno, we will identify existing community groups and form 10 CCs in the five focal LGAs.

IR 4: Increased state and local government and civil society support for non-formal education and alternative learning centers

In quarter three we collaborated with JNI, CAN and other stakeholders to promote peace and reconciliation in centers/schools and communities. We will continue to collaborate with these groups and with PCG and NFE TWG in conducting quarterly coordination meetings and we will collaborate with community groups on the importance of reconciliation and peace-building. Four field visits (one per state) will be organized for top government officials to advocate for girls' education and share project progress. We will support CCs to participate in a stakeholders' conference scheduled for September 2016.

8. FURTHER INFORMATION

None

9. ANNEXES

Annex A: Progress Summary

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Goal: Expand access to quality, relevant non-formal education (NFE) and alternative education opportunities for out-of-(formal) school children; age 6-17 in target sites.											
1. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	14,321 (7,469 m, 6,852 f); Bauchi 4,751, (2,509 m, 2,242 f); Gombe 4,904 (2,521 m, 2,383 f); Adamawa 4,666 (2,439 m, 2,227 f).	FY15	14,321	16,760	0	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)		155%	Target exceeded by 55%. With ECR’s success in Y1, parents were more inclined to enroll their children. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
2. #/% of new entrants in NFLCs and AEs*	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	0	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)	3,893, 1,721m, 2,172f: (Adamawa 2,255, 1,211m, 1,044f); (Bauchi 585, 220m 365f); (Gombe 625, 290m, 335f); (Yobe 428, 0m, 428f)		155%	Target exceeded by 55%. With ECR’s success in Y1, parents were more inclined to enroll their children. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
3. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	0	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	22,215, 9,903m, 12,312f: (Adamawa 6,532, 3,036m 3496f); (Bauchi 4,984, 2,109m 2,875f); (Gombe 4,809, 2,177m, 2,632f); (Yobe 5,890, 2581m, 3,309f)		132%	Target exceeded by 32%. With ECR’s success in Y1, parents were more inclined to enroll their children. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
4. #/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	65%	0	N/A	NA	NA			To be reported in Q4
5. #/% of students who, by the end of one full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	FY15	32%	30%	0	N/A	NA	NA			To be reported in Q4
6. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	FY15	69%	65%	0	N/A	NA	NA			To be reported in Q4
7. #/% of NFLC/AE students transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	FY15	14%	10%	0	(209) 1.2%	1,722 (23%)	3,305 (26%)		26%	Target exceeded. Support obtained from ECHO-Children of Peace and other philanthropists in the project.
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	FY15	67%	65%	0	N/A	NA	NA			To be reported in Q4
IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)											
Sub-IR 1.1: Establish safe, protective non-formal and alternative education opportunities											
9. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	269(100%)	FY15	269	65%	0	4 (2.08%)	429 (98%)	432 (100%)		100%	Target met
Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap-around services into NFE and alternative learning programs											
IR 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs											
Sub-IR 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound services											

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
10. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	FY15	464	448	0	38 (24m, 14f)	923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (1,460m, 54f), Yob 200 (142m, 58f)	246 (160m, 86f) Yob 52 (35m, 17f), Ada 194 (125m, 69f)		206%	Target exceeded by 106%. Many teachers from formal schools in Yobe needed to be trained because IDP learners registered in their classes as well in additional 10 centers. Also Facilitators, MTs and some formal school teachers were retrained in Adamawa
Sub-IR 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning center											
Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials for literacy, numeracy, life skills and wraparound services in NFE and alternative learning centers											
11. # of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	L: 14,321 T: 422	FY15	L: 14,321 T: 422	L: 16,760 T: 466	0	L 209 T 38	L 22,046 T 923	L 9101 (Ada 2075, Bau 545, Gom 591, Yob 5890) T 0		L:187% T:198%	Target exceeded by 87% for learners and by 98% for teachers. Materials were distributed to learners in NFLC and learners that project mainstreamed to FSs. With ECR's success in Y1, parents were more inclined to enroll their children. Also, Yobe IDPs are taking advantage of the presence of USAID-ECR. Many teachers who were involved in handling IDP learners enrolled in Yobe state were trained.

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities											
<i>Sub-IR 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities</i>											
<i>Sub-IR 3.2: Strengthen or activate community education support groups/committees</i>											
12. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	FY15	56	CC:52 NGO:19	0		NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)		NGO:168% CC:100%	Target exceeded by 68%. Y1 experience suggested a need for one NGO per LGA in order to facilitate more effective coordination.
<i>Sub-IR 3.3: Establish community-implemented support programs for NFE or alternative learning centers</i>											
13. # of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS: 52	0	FS: 2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)	547 (408 NFLC, 139 FS): Adamawa: 166 (100 NFLC, 66 FS); Bauchi: 128 (100 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 132 (108 NFLC, 24 FS)		124%	Target exceeded by 24%. With ECR's success in Y1, 139 FS had to be supported (instead of 52) because of the mainstreamed learners. Also, 10 additional NFLCs were established in four project states based on needs assessment (Yobe;7; CSACEFA 3)
IR 4: Increased state and local government and civil society support for NFE and alternative education options											
<i>Sub-IR 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access</i>											
<i>Sub-IR 4.2: Align and operationalize policies to support NFE and alternative learning centers</i>											
<i>Sub-IR 4.3: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options</i>											
<i>Sub-IR 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers</i>											
14. # of policies, guidelines, standard, transition plans, etc.	5	FY15	5	4	1	1	NA	5		120%	Target exceeded by 20%. Transition plan

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
developed/modified to support conflict-sensitive education in NFLC/AE/FSs*											was also developed during the Quarter
15. # NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS:52	0	2	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)		124%	Target exceeded by 24%. With ECR’s success in Y1, 139 FS had to be supported (instead of 52) because of the mainstreamed learners. Also, 10 additional NFLCs were established in four project states based on needs assessment (Yobe;7; CSACEFA 3)
Indicator	Data Source	Baseline data		FY 2015	Quarterly Status - FY 2016			Annual Performance Achieved to Date (in %)			Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Goal: Expand access to quality, relevant non-formal education (NFE) and alternative education opportunities for out-of-(formal) school children; age 6-17 in target sites.											
4. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	14,321 (7,469 m, 6,852 f): Bauchi 4,751, (2,509 m, 2,242 f); Gombe 4,904 (2,521 m, 2,383 f); Adamawa 4,666 (2,439 m, 2,227 f).	FY15	14,321	16,760	0	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)			131%	Target exceeded by 31%. Successes: in Y1 parents were more disposed to enrolling their wards. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
5. #/% of new entrants in NFLCs and	14,321 (7,469m, 6,852f):	FY15	14,321	16,760	0	209 (115m, 94f)	21,837 (9,770m, 12,067f):			131%	Target exceeded by

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
AEs*	Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)						(Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)				31%. Successes: in Y1 parents were more disposed to enrolling their wards. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
6. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	0	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)			131%	Target exceeded by 31%. Successes: in Y1 parents were more disposed to enrolling their wards. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
13. #/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	65%	0	N/A	NA				Not for this Q
14. #/% of students who, by the end of one full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	FY15	32%	30%	0	N/A	NA				Not for this Q
15. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	FY15	69%	65%	0	N/A	NA				Not for this Q

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
16. #/% of NFLC/AE students transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	FY15	14%	10%	0	(209) 1.2%	1,722 (23%)			23%	Target Met
17. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	FY15	67%	65%	0	N/A	NA				Not for this Q
IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)											
Sub-IR 1.1: Establish safe, protective non-formal and alternative education opportunities											
18. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	269(100%)	FY15	269	65%	0	4 (2.08%)	429 (98%)			98%	On target
Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap-around services into NFE and alternative learning programs											
IR 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs											
Sub-IR 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound services											
19. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	FY15	464	448	0	38 (24m, 14f)	923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (1,460m, 54f), Yob 200 (142m, 58f)			206%	Target exceeded by 106%. There was the need to train many teachers from formal schools in Yobe, owing to registration of IPD learners in their different classes as well additional 10 centers established in the four project states
Sub-IR 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning center											
Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials for literacy, numeracy, life skills and wraparound services in NFE and alternative learning centers											
20. # of textbooks and other teaching and learning materials (TLM) provided with USG assistance **	L: 14,321 T: 422	FY15	L: 14,321 T: 422	L: 16,760 T: 466	0	L 209 T 38	L 22,046 T 923			L:131% T:198%	Target exceeded by 31% for learners and by 98% for teachers. With

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
(3.2.1-33)											ECR's success in Y1, parents were more disposed to enrolling their wards. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR. Many teachers who were involved in handling IDP learners enrolled in Yobe state were trained.
IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities											
Sub-IR 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities											
Sub-IR 3.2: Strengthen or activate community education support groups/committees											
21. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	FY15	56	CC:52 NGO:19	0		NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)			NGO:168% CC:100%	On exceeded by 68%. Y1 experience suggested a need for there to be one NGO per LGA for more effective coordination.
Sub-IR 3.3: Establish community-implemented support programs for NFE or alternative learning centers											
13. # of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS: 52	0	FS: 2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)			113%	Target exceeded by 13%. With ECR's success in Y1, 139 FSs instead of 52 had to be supported because of the mainstreamed learners. Also, 10 additional NFLCs were established in four project states based on

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
											needs assessment (Yob;7; CSACEFA 3)
IR 4: Increased state and local government and civil society support for NFE and alternative education options											
<i>Sub-IR 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access</i>											
<i>Sub-IR 4.2: Align and operationalize policies to support NFE and alternative learning centers</i>											
<i>Sub-IR 4.3: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options</i>											
<i>Sub-IR 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers</i>											
16. # of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in NFLC/AE/FSs*	5	FY15	5	4	1	1	NA			100%	On Target
17. # NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS:52	0	2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)			113%	Target exceeded by 13%. With ECR's success in Y1, 139 FSs instead of 52 had to be supported because of the mainstreamed learners. Also, 10 additional NFLCs were established in four project states based on needs assessment (Yob;7; CSACEFA 3)

Annex B: Program activities for project year two quarter three and planned activities for year two quarter four

Task	PY2 Activities April 1, 2016 – June 30, 2016 Activities	Outputs April 1, 2016 – June 30, 2016 Activities	Planned Activities July 1, 2016 – Sept 30, 2016
Intermediate Result 1: Increased availability of safe NFE and alternative education opportunities			
Sub-Intermediate Result 1.1: Establish safe non-formal and alternative education opportunities			
Task 2: Establish benchmarks for safe and protective non-formal and alternative education options	1. Monitor safety and protection in NFLCs and compliance to NFE benchmarks in collaboration with the NFE TWG.	108 NFLCs and 24 formal schools Monitored for safety and protection in NFLCs and compliance to NFE benchmarks in collaboration with the NFE TWG. Completed (6 monitoring visit conducted, one each in Bauchi, and Yobe and 2 visit in Adamawa and Gombe	Monitor safety and protection in NFLCs and compliance to NFE benchmarks in collaboration with the NFE TWG.
Sub-Intermediate Result 1.2: Integrate accelerated learning programs (ALPs) for core academic subjects, life skills, and Socio-Emotional Learning (SEL) into NFE and alternative learning programs			
Task 1: Enhance and use the FGON's approved integrated curricula	1. Monitor LFs' implementation of the Enhanced NFE curriculum and activities on a monthly basis (by the NFE TWG and Education Crisis Response staff). 2. Sensitize relevant stakeholders (60 participants) on SEL for integrating wrap-around services into the NFE centers.	Completed (7 visits conducted, 3 times in Adamawa, twice in Gombe and once in Bauchi and Yobe). Completed a total of 205 (160m 45f) trained. Ada. 60(45m 15f) Gom 46 (32m 14f) Bau 49 (40m,9f) and Yobe 50 (43m 7f);	Monitor LFs' implementation of the Enhanced NFE curriculum and activities on a monthly basis (by the NFE TWG and Education Crisis Response staff). Work closely with CC, CAN, JINI to support SEL integration as wrap-around services into the NFE centers.
Task 2: Prepare local CSOs to integrate ALPs into IQTE and create NFLCs, AGLCs and YLCs.	1. Train CSOs on methodology for integrating wrap-around services into the curriculum (SEL, conflict sensitivity and life skills). 2. Consult with IDPs and host community learners to inform prioritization of required skills.	Completed Adamawa 70 (50m 20f) Gombe 46 (32m 14f) Bauchi 49(40m,9f) Yobe 45 (31m, 14f) Implemented in Q 2	CSOs grantees support implementation of integrating wrap-around services into the curriculum (SEL, conflict sensitivity and life skills in four project states
	3. Provide material support for skills acquisition materials to AGLC and YLC	Completed (provided skills materials for the following trades pomade making, soap making, knitting, tie and dye, Cap making, barbing, carpentry, repair of handset, and vulcanizing) Material support was provided (across 134 YLCs and AGLCs 68 adolescent girls learning centers and 66 youth learning centers (Ada: AGLCs 14: YLCs 15, Bau:15 AGLCs:15 YLCs, Gom: AGLCs 15, 14 YLCs, Yob AGLCs 24, YLCs 22)	Skills acquisition will continue this quarter
Task 3: Integrate the enhanced integrated curriculum and wrap-around services into existing IQTE options and newly created AGLCs and YLCs.	1. Explore the distribution and use of Dignity Kits to female learners to improve hygiene and well-being. 2. Explore opportunities for deworming of learners in NFLCs on quarterly basis. 3. Explore opportunities of livelihood support to parents and caregivers of IDP learners. 4. Collaborate with NPC for issuance of birth certificate to the learners as part of SEL intervention.	Completed (Gom. 1580 AGLCs and GLCs) Completed (Gom 645 (256m, 389f) Adam 1618 (742m, 876f) Yobe 6839 (2555m, 3884f) Moved to Q4 Ongoing Yobe 1634 (770m, 864f) completed in Bauchi and Adamawa	Explore the distribution and use of Dignity Kits to female learners to improve hygiene and well-being. Explore more opportunities of livelihood support to parents and caregivers of IDP learners. Collaborate with NPC for issuance of birth certificate to the learners as part of SEL intervention.
Intermediate Result 2: Improved quality of instruction in NFE and alternative education programs			
Sub-Intermediate Result 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide SEL services			
Sub-Intermediate Result 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning centers			
Task 1: Review and evaluate options for mentoring and coaching LFs working in the new NFLCs, AGLCs, and YLCs with LGEA staff.	1 scheduled mentoring (Mentor teachers thrice per month and master trainers once per month to Facilitate scheduled mentoring visits to NFLCs using the coaching and mentoring handbook and tools. 2. Conduct a one-day quarterly coaching/ mentoring review meeting with master trainers and MTs. 3. Finalize and produce coaching and mentoring Handbook for the 4 states.	Improved teaching and learning using the enhanced curriculum by 108 learning facilitators across all the NFCLS of Yobe focused LGAs Improved skills of 15 mentor teachers in a one-day review meeting for mentor teachers Completed (500 copies of coaching and mentoring handbook produced).	78 mentor teachers to monitor 406 LFs twice every month in Adamawa, Bauchi, Gombe and Yobe states. Conduct a one-day quarterly coaching/mentoring review meeting with master trainers and MTs. Completed
Task 2: Organize feedback loop at LGAs and state levels on quality of LFs working in the new NFLCs, AGLCs, and YLCs with CC, LGA and state staff.	1. Conduct bi-monthly/quarterly feedback loop at LGA and state level on quality of LFs and disseminate in technical fora.	Five bimonthly feedback loop on quality of LFs, access, learning performance and security was conducted	Conduct bi-monthly/quarterly feedback loop at LGA and state level on quality of LFs and disseminate in technical fora.
Sub-Intermediate Result 2.3: Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers			
Task 1: Support the LMDG to rapidly review, adapt/develop and produce appropriate teaching and learning materials for use in NFLCs.	1. Conduct a 2 day quarterly technical session with the LMD TWG to develop 2/4 pagers read aloud materials and other print rich classroom materials with STTA support. 2. Monitor distribution of materials for NFLC in	Completed (2 RARA materials adapted) 30000 copies printed for learners.\ Scholastic materials distributed to 108 NFCLS conducted in	Conduct a 4-day quarterly technical session with the LMD TWG to adapt/adopt/ RARA pupils' lessons and Read Aloud to infuse SEL competencies and develop additional p one-two paragraphs read aloud materials and other print rich classroom materials Monitor distribution of materials for NFLC

	collaboration of NFETWG, LGEAs and CCs.	collaboration with LGEAs and community coalition members.	in collaboration of NFETWG, LGEAs and CCs.
Result 3: Increased community engagement and support for schooling in targeted NFE communities			
Sub-Intermediate Result 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities			
Task 1: Rapidly build the knowledge of key stakeholders in the target states on the roles of integrated CCs, their creation, and management.	1. Conduct palace-based sensitization in communities in collaboration with FOMWAN and CSACEFA on the benefits of CCs, NFLCs, and sending girls to school, etc.	Conducted in Q2	Conduct place-based sensitization in communities in collaboration with FOMWAN and CSACEFA on the benefits of CCs, NFLCs, and sending girls to school, etc.
	2. Hold compound meetings to increase IDP and host community women's knowledge on the importance of education.	Conducted in Q2	Hold compound meetings to increase IDP and host community women's knowledge on the importance of education.
	3. Organize inter-state exchange visits for CCs to share experiences and best practices (Joint).	One CC exchange visit was organized in Adamawa for four project states with 24 people (.16m,8 f) in attendance where other CCs learned about the power of advocacy and resource mobilization for additional centers and creation of additional reading corner Two interstate exchange visits conducted by CCs; good practices were shared out for replication. .	Completed
Task 2: Strengthen existing and establish new CCs or other local education support groups and committees	1. Support and monitor CCs to deliver the Community Action Cycle.	14 CCs supported with funds to deliver the Community Action Cycle through visits to centers to identify issues and providing innovative solutions Conducted in Q2	Support and monitor CCs to deliver the Community Action Cycle.
	2. Follow up visits to Formal Schools (15 per state) by CCs where IDP learners are mainstreamed. follow up visits between CCs have been conducted across the four project states to monitor progress of mainstreamed learners To be done in Q4	Follow up visits to Formal Schools (15 per state) by CCs where IDP learners are mainstreamed.
	3. Support and monitor CCs to implement the Community Action Cycle.	10 community coalitions were monitored toward implementation of community action cycle.	Support and monitor CCs to implement the Community Action Cycle.
	4. Support CC Action Plans through NGO grantees.	52 CCs were supported with funds to support part of their action plans through the sub grantees CCs action plans supported through NGO sub grantees.	52 CCs supported with seed fund to carry out part of their action plans.
Task 3: Explore the possibility of establishing agreements with state governments to create a small grants program or other funding mechanism to support CCs and CSO.	1. Hold exploratory meetings with relevant state agencies on supporting CCs and CSOs with small grants.	1 meeting held with state agencies during the transition planning on supporting CSOs with small grants to carry out similar education activities	Hold exploratory meetings with relevant state agencies on supporting CCs and CSOs with small grants.
Sub-Intermediate Result 3.2: Strengthen or activate community education support groups/committees			
Task 1: Plan and execute an awareness raising campaign to build and strengthen demand for education.	1. Collaborate with CSACEFA and FOMWAN to support CSOs and CCs to mobilize communities around the importance of enabling equitable access to quality and safe education (Yobe and in the three states).	CSOs and CCs mobilized communities around the importance of enabling equitable access to quality and safe education in Yobe	Completed.
	2. Collaborate with CCs, LEAs, ESD and other stakeholders to organize (1 per state) community town hall meetings, to serve as a feedback loop on IDP issues.	feedback loop meetings held in 26 LGAs where challenges around access, learning outcomes/achievement, security and safety were discussed for collective problem solving	Completed. Follow up visits will be paid this quarter
Task 2: Organize feedback loop at community and state levels on issues of CCs, early warning signs and support to NFLCs, AGLCs, and YLCs with CC, LGA and state staff.	1. Conduct bi-monthly/quarterly feedback loops at LGA and state level on CC support for IDPs and disseminate at different technical fora.	Planned for Q4	Conduct bi-monthly/quarterly feedback loops at LGA and State level on CC support for IDPs and disseminate at different technical fora.
Result 4: Increased state and local government and civil society support for NFE and alternative education options			
Sub-Intermediate Result 4.1: Align and operationalize policies to support NFE and alternative learning centers			
Task 1: Catalyze existing coordination mechanisms used by providers of NFE and alternative education options to facilitate open dialogue.	1. Establish PCG with representatives from the relevant MDAs in Yobe state.	completed	Support PCG and NFE TWG to conduct quarterly coordination meetings.
	2. Support PCG and NFE TWG to conduct quarterly coordination meetings.	Ongoing 5 meetings conducted (Adamawa 2, 1 each in Bauchi, Gombe and Yobe)	Support PCG and NFE TWG to conduct quarterly coordination meetings.
	3. Support NFE TWG to conduct quarterly coordination meetings.	Ongoing 4 meetings conducted one each in 4 project states.	Ongoing (quarterly meeting)
	4. Collaborate with community groups, CAN, JNI and other stakeholders to sensitize NFLCs on the importance of reconciliation and peace-building.	Collaborated with Jama'atul Nasril Islam (JNI) and Christian Association of Nigeria (CAN) to carry out center/community-based sensitization meetings on peace and reconciliation for 1,117 (493m; 624f) across project communities of Bauchi state	Completed
	5. Identify "Community Peace-Makers" to preach peace in NFLCs.	20 persons as community peace makers and champions. Those identified will continually preach peace and love among groups affected by conflicts in Bauchi	Identified "Community Peace-Makers" will continue to preach peace in NFLCs and communities.
Task 2: Hold annual project conferences to share experiences and promote dialogue.	1. Hold meetings to identify lessons learned, good practices, and needs from CCs, CSOs, and other stakeholders.	Planned for Q4	Hold meetings to identify lessons learned, good practices, and needs from CCs, CSOs, and other stakeholders.
Sub-Intermediate Result 4.2: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options			
No Planned activities for Q2 under this IR.			
Sub-Intermediate Result 4.3: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers			

Monitoring and Evaluation M&E Component

Task	PY2 Activities April 1, 2016 – Jun 30, 2016 Activities	Outputs April 1, 2016 – Jun 30, 2016 Activities	Planned Activities Jul 1, 2016 – Sept 30, 2016
Monitoring and Evaluation M&E Component			
1. Initial Assessment/Conflict Analysis			
Task 3: Conduct second bi-annual rolling assessment in Ada, Bau, Gom and first in Yobe	1. Review instrument for data collection; test and finalize	Moved to Q4	
	2. Recruit translators (if required) (for rolling assessment)	Moved to Q4	
	3. Translate instruments (where necessary) (for rolling assessment)	Moved to Q4	
	4. Identify and train enumerators for the Assessment	Moved to Q4	
	5. Select sample communities for the Assessment	Moved to Q4	
	6. Set up data capture, entry, analysis and sharing mechanism	Moved to Q4	
	7. Collect data in the communities	Moved to Q4	
	8. Analyze data and discern findings	Moved to Q4	
			9. Share report with stakeholders
2. M&E Plan Development			
All tasks and activities were completed in the previous quarter			
3. LGEA, NFLC and Sample Selection			
All activities were completed in previous quarter. However, with Borno state coming on-board, we will hold Familiarization & Verification Visit to Borno in Q4			
4. M&E System development			
Task 1: Staffing	1. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe).	Staff needs reviewed.	1. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe).
	2. Recruit and hire as necessary.	Staff hired as found necessary.	2. Recruit and hire as necessary.
Task 2: Review routine data tracking and reporting forms	1. Review data collection and tracking forms for routine data collection on project progress.	Data collection and tracking forms reviewed.	1. Review data collection and tracking forms for routine data collection on project progress.
	2. Review tracking forms with staff and HQ.	Tracking forms reviewed.	2. Review tracking forms with staff and HQ.
	3. Finalize tracking forms.	Tracking forms finalized.	3. Finalize tracking forms.
	4. Review protocol and procedure manuals to guide use and handling of forms.	Protocols and procedure guiding the use of all forms reviewed and shared among stakeholders	4. Review protocol and procedure manuals to guide use and handling of forms.
	5. Share reviewed manuals with staff and subgrantee M&E.	Protocol and procedure for use of M&E tools shared	5. Share reviewed manuals with staff and subgrantee M&E.
Task 3: Management of Data Base	1. Develop SOW and recruit database developer as consultant (if Database Officer needs assistance)	Database work undertaken by database specialists.	Develop SOW and recruit database developer as consultant (if Database Officer needs assistance)
	2. Review relational database (e.g. ACCESS, SPSS)	Database reviewed by the two database specialists.	2. Review relational database (e.g. ACCESS, SPSS).
	3. Train M&E staff on using database	M&E staff trained on database.	3. Train M&E staff on using database.
	4. Update database	Database updated from time to time.	4. Update database
	5. Review database operations and data entry protocols and data processing timetable	Database operations, data entry protocol and time table reviewed with all M&E staff.	5. Review data base operations and data entry protocols and data processing timetable
	6. Review coding systems for all data collection/tracking instruments	Coding system reviewed from time to time.	6. Review coding systems for all data collection/tracking instruments
	7. Update trainee registration system (use TRAINET, as required) and link to project database	TRAINET report updated from completed trainee forms.	7. Update trainee registration system (use TRAINET, as required) and link to project database
	8. Update Performance Reporting System (PRS)	Performance reporting table updated.	8. Update Performance Reporting System (PRS)
Task 4: Review routine data collection procedure	1. Revise data form submission timelines and procedures	Data form revised.	1. Revise data form submission timelines and procedures
	2. Obtain routine data reporting forms from staff	Routine data reporting forms collected from concerned staff.	2. Obtain routine data reporting forms from staff
	3. Enter and clean routine data	Routine data entered.	3. Enter and clean routine data
	4. Review and produce routine data reporting tables	Routine data reporting table generated and shared.	4. Review and produce routine data reporting tables
	5. Establish and maintain data form inventory and storage system	Data form inventory system established in the different state offices.	5. Establish and maintain data form inventory and storage system
Task 5: Staff Training			1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP enrollment

			2. Train project staff on data collection and data handling responsibilities, protocols and forms
Task 6: M&E Coordination with MDAs and other partners in each state	3. Conduct quarterly meeting with partners to discuss project implementation, performance and partners' support to project sites.	Moved to Q4	1. Conduct quarterly meeting with partners to discuss project implementation, performance and partners' support to project sites.
	4. Present M&E plan including results, indicators and methodology to partners	M&E plan presented to partners and subgrantees.	2. Present M&E plan including results, indicators and methodology to partners
5. Routine Operations for Monitoring Progress, Activities and Outputs			
Task 1: Conduct Routine (Monitoring) Data Collection	1. Conduct quarterly monitoring visit to project NFLCs with partners.	Monitoring visits to all project learning centers conducted.	1. Conduct quarterly monitoring visit to project NFLCs with partners.
	6. Collect routine monitoring data per forms and procedure.	Routine monitoring data collected from all project learning centers.	6. Collect routine monitoring data per forms and procedure.
	7. Review data quality control spot-check system and schedule.	Data quality control and spot checks conducted on all sets of data	7. Review data quality control spot-check system and schedule.
	8. Conduct monthly quality control monitoring of NFLCs.	Quality control monitoring conducted in all learning centers.	8. Conduct monthly quality control monitoring of NFLCs.
Task 2: Routine Data Analysis, Progress Review and Reporting	1. Prepare quarterly performance indicator tracking tables per indicators.	Performance indicator table prepared and updated as necessary.	1. Prepare quarterly performance indicator tracking tables per indicators.
	2. Conduct quarterly in-house progress review.	Quarterly in-house progress review conducted.	2. Prepare annual performance indicator tracking tables per indicators
	3. Conduct monthly data quality check on subgrantees.	Data quality checks conducted on subgrantees regularly.	3. Conduct monthly data quality check on subgrantees.
	4. Conduct monthly review of subgrantee implementation status/progress.	Subgrantee implementation status reviewed periodically.	4. Conduct monthly review of subgrantee implementation status/progress.
	5. Conduct quarterly M&E review meeting(s).	Quarterly review meeting conducted in Damaturu – 17 March to 20 March.	5. Conduct quarterly M&E review meeting(s).
6. Learners, LFs and NFLC Assessments			
Task 7: Conduct end-line assessment			1. Review tests/instruments for adaptation in alignment with curriculum content including SEL contents
			2. Translate instruments (where necessary) (for end line assessment)
			3. Conduct three-day instrument review, piloting and enumerators' training
			4. Revise and finalize instruments as necessary
			5. Develop data collection and quality control protocol (for end line assessment)
			6. Conduct data collection and monitoring visits in each state
			7. Recruit data entry clerks and enter data
			8. Conduct initial data analysis of learners'/LFs and NFLC (end line) performance
			9. Prepare draft reports for each state
			10. Share, discuss and obtain feedback on draft reports
			11. Finalize reports and project synthesis
			12. Present findings at Annual M&E stakeholder meeting
Task	PY2 Activities April 1, 2016 – Jun 30, 2016 Activities	Outputs April 1, 2016 – Jun 30, 2016 Activities	Planned Activities Jul 1, 2016 – Sept 30, 2016
Monitoring and Evaluation M&E Component			
1. Initial Assessment/Conflict Analysis			
Task 2: Conduct first bi-annual rolling assessment (Adamawa, Bauchi and Gombe)			1. Review instrument for data collection; test and finalize
			2. Review SOW and recruit translators (if required) (for rolling assessment)
			3. Translate instruments (where necessary) (for rolling assessment)
			4. Identify and train enumerators for the Assessment
			5. Select sample communities for the Assessment
			6. Set up data capture, entry, analysis and sharing mechanism
			7. Collect data in the communities
			8. Analyze data and discern findings
Task 3: Conduct second bi-annual rolling assessment in Ada, Bau, Gom and first in Yobe			9. Share report with stakeholders
			1. Review instrument for data collection; test and finalize
			2. Recruit translators (if required) (for

			rolling assessment)
			3. Translate instruments (where necessary) (for rolling assessment)
			4. Identify and train enumerators for the Assessment
			5. Select sample communities for the Assessment
			6. Set up data capture, entry, analysis and sharing mechanism
			7. Collect data in the communities
			8. Analyze data and discern findings
			9. Share report with stakeholders
2. M&E Plan Development			
All tasks and activities were completed in the previous quarter			
3. LGEA, NFLC and Sample Selection			
Task 1: Select sample Project LGEAs and NFLCs	1. Identify or establish NFLCs	Project NFLCs established in communities.	Completed in Q1
	2. Hold familiarization or orientation meetings in each LGEA (or LGEA clusters) with NFLCs about responsibilities and activities.	Familiarization/orientation meeting held with learning facilitators in each LGEA rather than LGEA clusters	Completed in Q1
	10. Collect and process NFLC profile forms in project database.	Completed center profile forms and enrollment forms collect and being entered into project database	Completed in Q1
4. M&E System development			
Task 1: Staffing	1. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe).		1. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe).
	2. Recruit and hire as necessary.		2. Recruit and hire as necessary.
Task 2: Review routine data tracking and reporting forms	1. Review data collection and tracking forms for routine data collection on project progress.		1. Review data collection and tracking forms for routine data collection on project progress.
	2. Review tracking forms with staff and HQ.		2. Review tracking forms with staff and HQ.
	3. Finalize tracking forms.		3. Finalize tracking forms.
	4. Review protocol and procedure manuals to guide use and handling of forms.		4. Review protocol and procedure manuals to guide use and handling of forms.
	5. Share reviewed manuals with staff and Subgrantee M&E.		5. Share reviewed manuals with staff and Subgrantee M&E.
Task 3: Management of Data Base	Develop SOW and recruit database developer as consultant (if Database Officer needs assistance)		Develop SOW and recruit database developer's consultant (if Database Officer needs assistance)
	Review relational database (e.g. ACCESS, SPSS)		2. Review relational database (e.g. ACCESS, PSS).
	3. Train M&E staff on using database		3. Train M&E staff on using database.
	4. Update database		4. Update database
	5. Review data base operations and data entry protocols and data processing timetable		5. Review data base operations and data entry protocols and data processing timetable
	6. Review coding systems for all data collection/tracking instruments		6. Review coding systems for all data collection/tracking instruments
	7. Update trainee registration system (use TRAINET, as required) and link to project database		7. Update trainee registration system (use TRAINET, as required) and link to project database
	8. Update Performance Reporting System (PRS)		8. Update Performance Reporting System (PRS)
Task 4: Review routine data collection procedure	1. Revise data form submission timelines and procedures		1. Revise data form submission timelines and procedures
	2. Obtain routine data reporting forms from staff		2. Obtain routine data reporting forms from staff
	3. Enter and clean routine data		3. Enter and clean routine data
	4. Review and produce routine data reporting tables		4. Review and produce routine data reporting tables
	5. Establish and maintain data form inventory and storage system		5. Establish and maintain data form inventory and storage system
Task 5: Staff Training	1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP enrollment		1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP enrollment
	2. Train project staff on data collection and data handling responsibilities, protocols and forms		2. Train project staff on data collection and data handling responsibilities, protocols and forms
Task 6: M&E Coordination with MDAs and other partners in each state	1. Training of partners and subgrantees on M&E system, tools and procedures	Partners and subgrantees trained on M&E system, tools and procedures	Completed in Q2
	2. Share NFLC profile information with partners.		Share NFLC profile information with partners.

	3. Conduct quarterly meeting with partners to discuss project implementation, performance and Partners support to project sites.		1. Conduct quarterly meeting with partners to discuss project implementation, performance and partners' support to project sites.
	4. Present M&E plan including results, indicators and methodology to partners		2. Present M&E plan including results, indicators and methodology to partners
5. Routine Operations for Monitoring Progress, Activities and Outputs			
Task 1: Conduct Routine (Monitoring) Data Collection	1. Conduct quarterly monitoring visit to project NFLCs with partners.		1. Conduct quarterly monitoring visit to project NFLCs with partners.
	2. Collect routine monitoring data per forms and procedure.		2. Collect routine monitoring data per forms and procedure.
	3. Review data quality control spot-check system and schedule.		3. Review data quality control spot-check system and schedule.
	4. Conduct monthly quality control monitoring of NFLCs.		4. Conduct monthly quality control monitoring of NFLCs.
Task 2: Routine Data Analysis, Progress Review and Reporting	1. Prepare quarterly performance indicator tracking tables per indicators.		1. Prepare quarterly performance indicator tracking tables per indicators.
	2. Conduct quarterly in-house progress review.		2. Conduct quarterly in-house progress review.
	3. Conduct monthly data quality check on subgrantees.		3. Conduct monthly data quality check on subgrantees.
	4. Conduct monthly review of subgrantee implementation status/progress.		4. Conduct monthly review of subgrantee implementation status/progress.
	5. Conduct quarterly M&E review meeting(s).		5. Conduct quarterly M&E review meeting(s).
6. Learners, LFs and NFLC Assessments			
Task 1: Conduct baseline assessment (learners' test, questionnaire, LFs classroom observation, SEL and NFC performance instruments)	1. Source existing tests/instruments for adaptation in alignment with curriculum (including SEL) content.	Existing tests (ASER) sourced and adapted as necessary	Completed in Q2
	11. Share, discuss and obtain feedback on draft reports.	Not planned for Q2	Share, discuss and obtain feedback on draft reports.
	12. Finalize reports and project synthesis.	Not planned for Q2	Finalize reports and project synthesis.
	13. Present findings at annual M&E stakeholder meeting.	Not planned for Q2	Present findings at annual M&E stakeholder meeting.

Annex C: Trainet Report

YOBE

Training Description	Location	Male	Female	Total
CreativeMapper training of enumerators for data collection	Bauchi	10	3	13
Training of monitoring consultants on Monitoring and data reporting	Damaturu	47	12	59
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Four Yobe LGAs	35	17	52
Project feedback loop meeting	5 LGAs of Yobe	85	34	119
Community Coalition Study tour to Adamawa	Adamawa	4	3	7

GOMBE

Training Description	Location	Male	Female	Total
Training NGO program managers and M&E officers on feedback loop	Gombe	11	4	15
Sensitization workshop on the SELL awareness, Impact and referral pathway	Gombe	32	14	46
Community Coalition Study tour to Adamawa	Adamawa	8	4	12
Training of field Monitors on Monitoring and data Reporting	Gombe	46	7	53
Mentor Teachers Quarterly Review meeting	Gombe	17	9	26
NFETWG and PCG quarterly meeting on the project implementation and performance	Gombe	10	4	14
Project feedback loop meeting	7 LGAs	166	44	210
CreativeMapper training of enumerators for data collection	Adamawa	7	3	10

BAUCHI

Training Description	Location	Male	Female	Total
Read-Aloud Materials Development workshop	Gombe	2	2	4
Developing & Adapting Reading Materials for NFLCs	Azare	5	5	10
Training of Monitoring Consultants	Bauchi	34	20	54
Training On filling of Form B1 & B2 for issuance of Birth Certificate for IDPs Learners and Host Communities	Bauchi	14	6	20

ADAMAWA

Training Description	Location	Male	Female	Total
Training of LFs and MTs on wraparound and SEL competencies	Adamawa	95	33	128
SEL training for formal school teachers	Adamawa	110	65	175
Training of LFs, MTs and MCs on emotional regulations	Adamawa	116	59	175
Refresher training for LFs and MTs on numeracy, reading and SEL	Adamawa	15	4	19
Training of monitoring consultants	Adamawa	36	19	55
Training of stakeholders on creative mapper	Adamawa	5	5	10
Community coalition exchange visit	Adamawa	21	18	39
Refresher training for sub-grantee M&E and program officers	Adamawa	7	10	17

Annex D: Training Plan (PY2 Q4- July to September)

S/N	Topic	Location	Proposed date	Participants	Budget	Output
1	Borno CECA /Rolling Assessment in ABBGY States	Bauchi	18-22 July 2016	54	N7,015,400	Enumerators and monitors trained
2	Endline assessment	Gombe	21-30 August 2016	60	N7,215,300	Enumerators and monitors trained

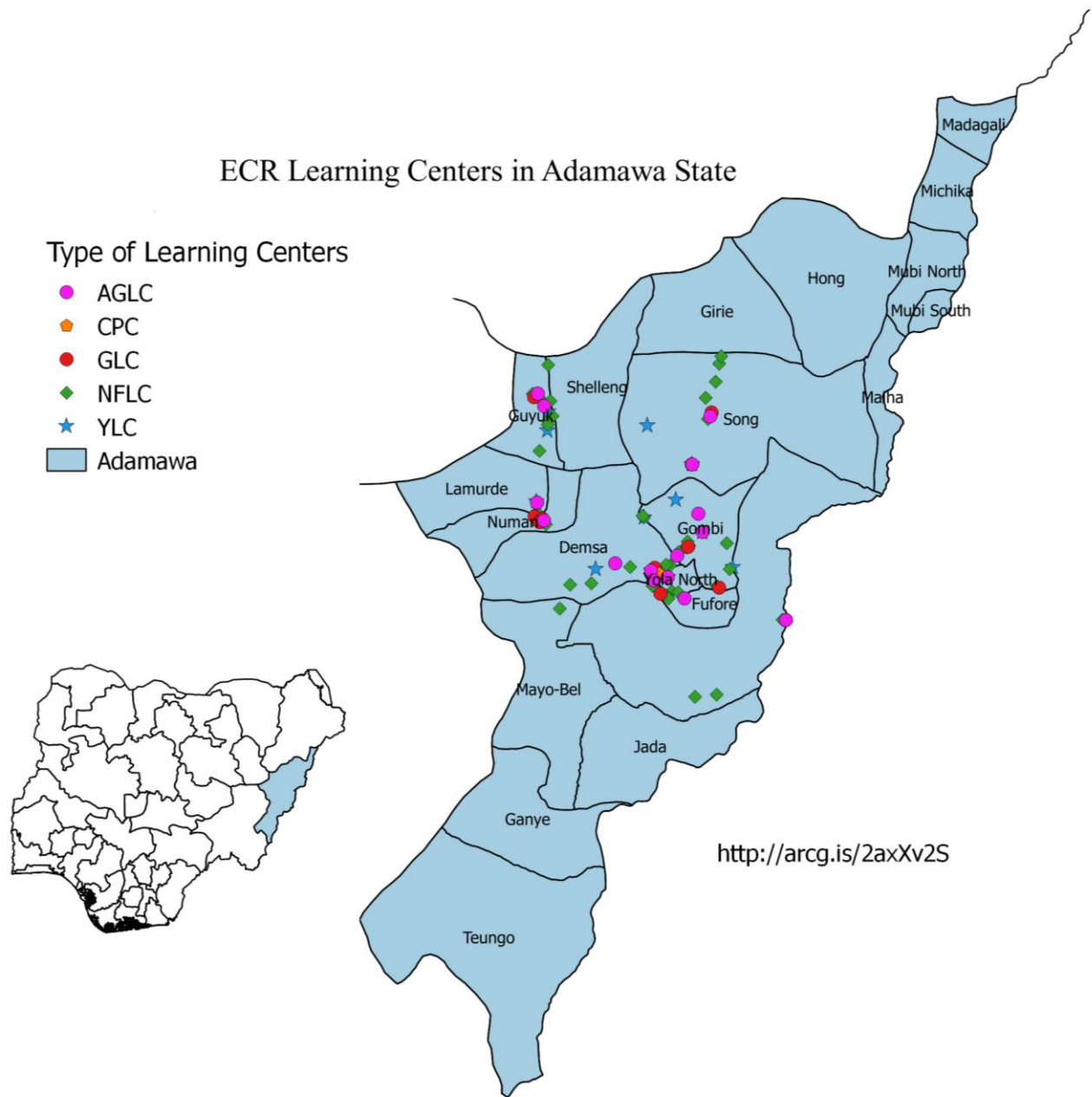
Annex E: List of Formal School Being Supported by Project

S/N	LGA		Name of Schools
ADAMAWA			
1.	Yola South	1) 2) 3) 4) 5) 6) 7) 8) 9)	1. Changala primary School 2. Gongoshi primary School 3. Shagari Primary School 4. Yolde Pate Primary School II 5. Sangere Bode Primary School 6. Yelwa Damare Primary School 7. Adamu Namtari Memorial 8. Malkohi Primary School 9. Wuro Chekke Primary School
2.	Yola North	1) 2)	10. Jambutu Primary School 11. Bworomji Primary School
3.	Fufore	1) 2) 3) 4) 5) 6) 7) 8) 9) 10) 11) 12)	12. Herr Nange Primary School 13. Hanafu Ribadu Primary School 14. Ribadu Primary School 15. Bongirei Primary School 16. Karlahi Primary School 17. Beti Giware Primary School 18. Ardo Vumotoza Primary School 19. Gurin Central Primary School 20. Dulo Fulani Primary School 21. Nafari Primary School 22. Wuro Ahi Primary School 23. Fufore Central Primary School
4.	Song	1) 2) 3) 4) 5) 6) 7)	24. Burawo Primary School 25. Mbilla Primary School 26. Murke Primary School 27. Prof Jubril Aminu Primary School 28. Holma Primary School 29. Golantabal Primary School 30. Gudu Primary School
5.	Shelleng	1) 2) 3) 4) 5) 6) 7) 8) 9) 10) 11) 12) 13)	31. Bodwai Primary School 32. Ketembere Primary School 33. Girl child Primary School 34. Gumbeye Primary School 35. Haware Primary School 36. Boboro Primary School 37. Kiri Primary School 38. Shelleng Primary School 39. Kulpang Tetek Primary School 40. Bakta Primary School 41. Kulbanga Primary School 42. Bobere Primary School 43. Jamale Primary School
6.	Numan	1) 2) 3) 4) 5)	44. CRI Primary School 45. Gangare Answarul Islam 46. Gwalang Primary School 47. Gweda Mallam Primary School 48. Numan Nursery and Primary School

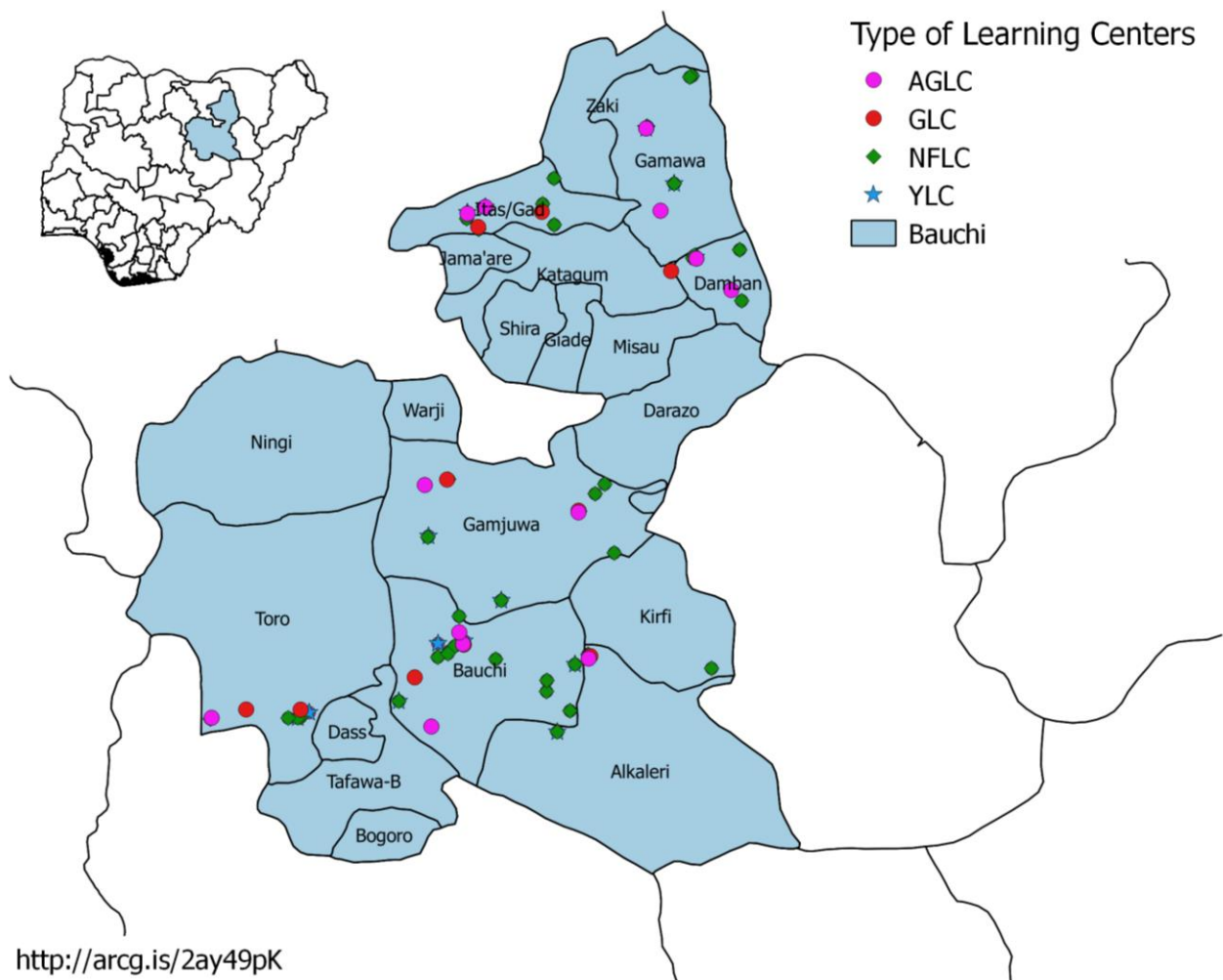
S/N	LGA		Name of Schools
		6)	49. Hodi Pare Girls
		7)	50. Wayam Primary School
		8)	51. John Holt Primary School
		9)	52. Numan II Primary School
		10)	53. Sabon Pegi Primary School
		11)	54. Imbru Primary School
7.	Girei	1)	55. Sangere Primary School
		2)	56. Girei I
		3)	57. Girei II
		4)	58. Vunocklang Primary School
		5)	59. Bajabure Primary School
		6)	60. Demsare Primary School
		7)	61. Wafango Primary School
		8)	62. Sabon Gari Primary School
		9)	63. Jatau Noine
BAUCHI			
1.	Alkaleri	1)	64. Central Primary School Alkaleri
		2)	65. Bayan Banki Primary School Alkaleri
		3)	66. Gunciguni Primary School Alkaleri
		4)	67. Gokaru Primary School Alkaleri
		5)	68. Haruna Memorial Alkaleri
2.	Bauchi	1)	69. Kobi Primary School Bauchi
		2)	70. Sale Manga Primary School Bauchi
		3)	71. Zannuwa Primary School Bauchi
		4)	72. Central Primary School Liman Katagum
3.	Dambam	1)	73. Zakar Dambam Primary School
		2)	74. Dambam North Primary School
		3)	75. Haladu Ayuba Primary School
		4)	76. Abdulrahaman Primary School Jalam
4.	Gamawa	1)	77. Central Primary School Gamawa
		2)	78. Central Primary School Udobo
		3)	79. Central Primary School Gololo
		4)	80. Central Primary School Raga
5.	Ganjuwa	1)	81. Central Primary School Soro
		2)	82. Central Primary School Kafin Madaki
		3)	83. Central Primary School Badaromo
		4)	84. Central Primary School Firo
6.	Itas Gadau	1)	85. Central Primary School Itas
		2)	86. Central Primary School Gadau
		3)	87. Central Primary School Majiya
		4)	88. Central Primary School Mashema
7.	Toro	1)	89. Central primary school Tilden Fulani
		2)	90. Central Primary School Palama
		3)	91. Central Primary School Dogon Awo Magama
		4)	92. Central Primary School Tsakani Magona
		5)	93. Central Primary School Sabon Garin Zumbul
		6)	94. Central primary school Tudun Wadan Toro
GOMBE			
1.	Akko	1)	95. Gona Primary School
		2)	96. Hammadu Kafi Primary School
		3)	97. Kundulum Primary School

S/N	LGA		Name of Schools
2.	Balanga	1) 2) 3)	98. Balamsani Primary School 99. LIP Talasse Primary School 100. Gelengu Primary School
3.	Dukku	1) 2) 3)	101. Dukku Model Primary School 102. Shabewa Primary School 103. Malala Primary School
4.	Gombe	1) 2) 3)	104. Tudun Wada Primary School 105. Nassarawo Primary School 106. Jauro Primary School
5.	Kwami	1) 2) 3)	107. Kurugu Primary School 108. Kwami Primary School 109. Malam Sidi Primary School
6.	Shongom	1) 2) 3)	110. Filiya Primary School 111. Boh Primary School 112. Lalaipido Primary School
7.	Yamaltu Deba	1) 2) 3)	113. Hinna Primary School 114. Deba Central Primary School 115. Dadin Kowa Primary School
YOBE			
1.	Bade	1) 2) 3) 4) 5)	2. Babuje Primary School Fs, Yan Tukwane 3. Custom Primary School Fs, Tudun Wadata 4. Islamiya Primary School Fs, Sarkin Hausawa 5. Zango 1 Primary School Fs, Yan Lodi 6. Zango 2 Primary School Fs, Zango Ii
2.	Damaturu	1) 2) 3) 4) 5)	7. Central Primary School Fs, Ajyari 8. Kukareta Primary School Fs, Kukareta 9. Model Primary School Center Fs, Gra Damaturu 10. Nayinnawa Bulabulin Primary School Fs, Nayinnawa Bulabulin 11. Nayinnawa Tsallake Primary School Fs, Nayinnawa Tsallake
3.	Fika	1) 2) 3) 4)	12. Central Primary School Fs, Fika Gari 13. Gadaka Central Primary School Fs, Gadaka 14. Gadaka Sabon Layi Primary School Fs, Gadaka (Sabon Layi) 15. Moi Mama Primary School Fs, Sabon Gari
4.	Nguru	1) 2) 3) 4) 5) 6)	16. Bombori Primary School Fs, Bombori 17. Central Primary School Fs, Sabon Gari 18. Garbi Central Primary School Fs, Garbi 19. Girgiri Primary School Fs, Bulabulin 20. Hausari Primary School Fs, Hausari 21. Nglewa Primary School Fs, Tsohon Nguru
5.	Potiskum	1) 2) 3) 4)	22. Chadi Primary School Ungwar Jaji Fs, Ungwar Jaji 23. Dorawa Primary School Fs, Tandari 24. Mai Umar Primary School Fs, Old Army Barack 25. Sabon Gari Primary School Fs, Sabon Gari

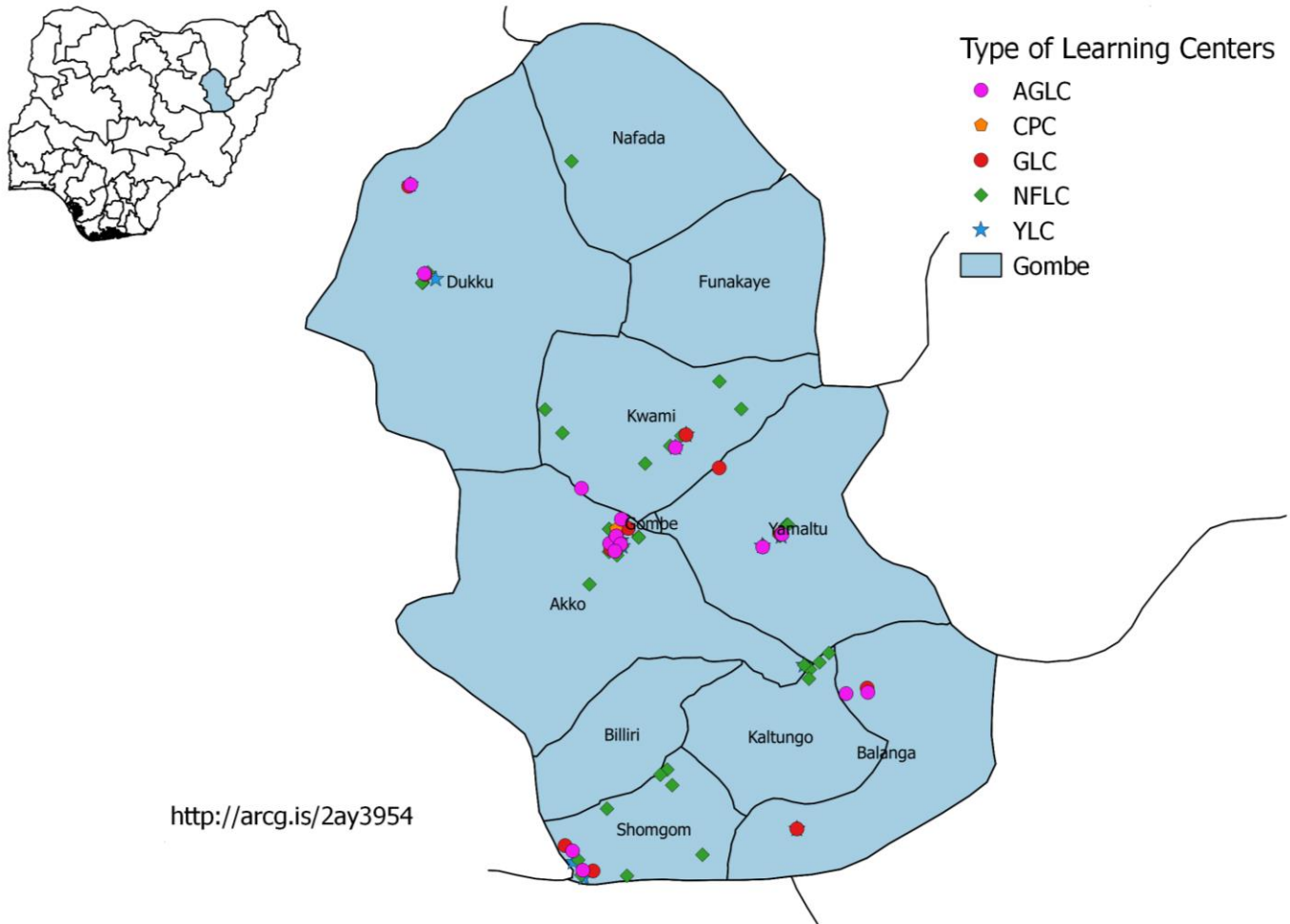
Annex F: Maps of centers being supported by USAID-ECR project in Adamawa, Bauchi, Gombe and Yobe



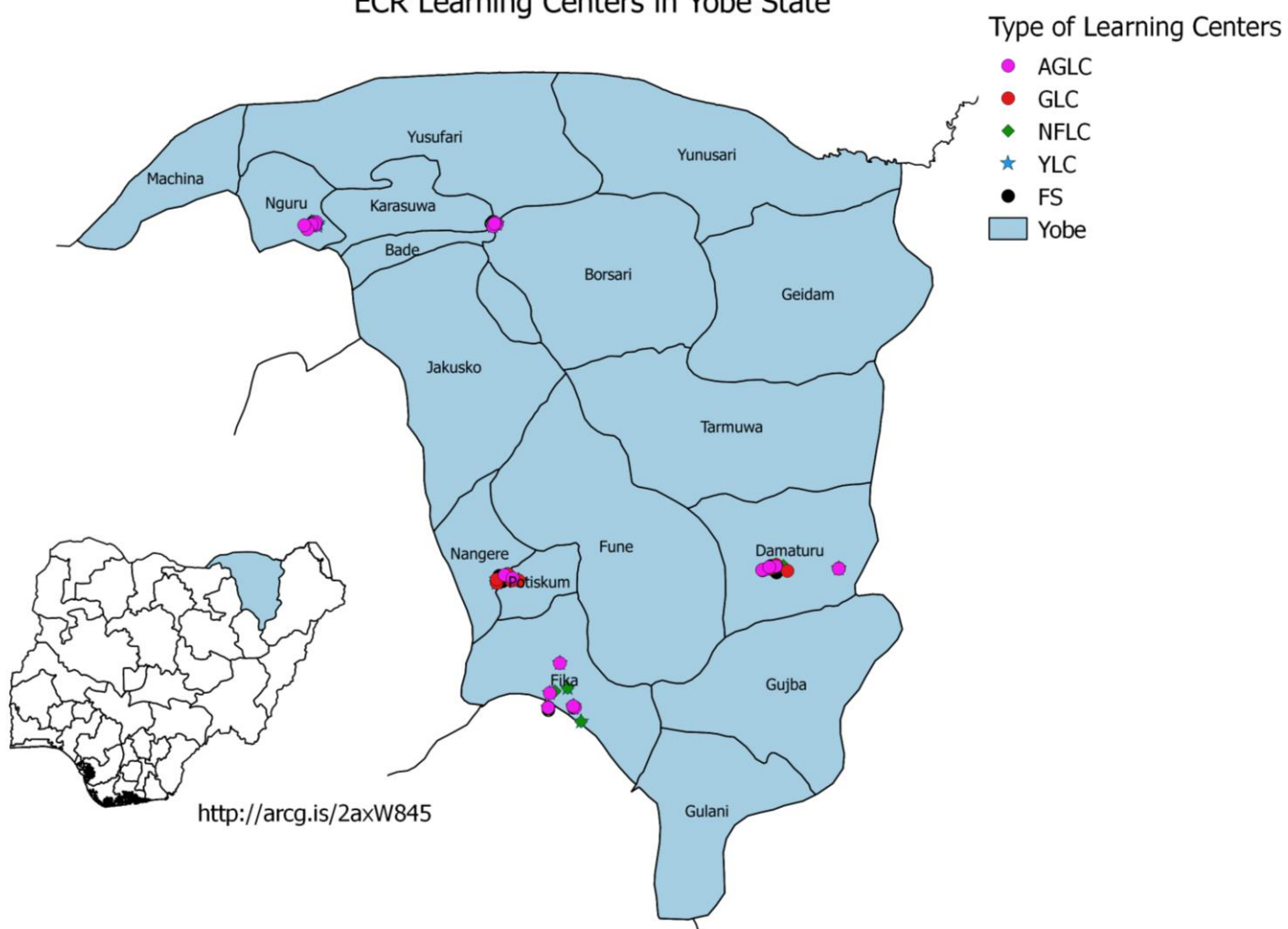
ECR Learning Centers in Bauchi State



ECR Learning Centers in Gombe State



ECR Learning Centers in Yobe State



Annex G: A Communiqué Issued at the End of a Two-Day Conference of Policy Makers and Stakeholders in USAID-Funded Education Crisis Response (ECR) Project

A COMMUNIQUÉ ISSUED AT THE END OF A TWO-DAY CONFERENCE OF POLICY MAKERS AND STAKEHOLDERS IN USAID- FUNDED EDUCATION CRISIS RESPONSE (ECR) PROJECT IN ADAMAWA, BAUCHI, BORNO, GOMBE & YOBE STATES HELD IN SAMINAKA HOLIDAY RESORT, SAMINAKA, KADUNA STATE FROM 23RD - 24TH MAY, 2016

At the end of the conference, the participants who were policy makers, law makers as well as key stakeholders in education emergencies drawn from federal, state houses of Assembly, ministries, agencies, LGAs, NGOs, CBOs and Traditional and Religious leaders:

- Federal Ministry of Education (FMOE)
- State Houses of Assembly
- National Mass Education Commission
- Ministries of Education (MoE)
- Ministries of Women Affairs
- Ministries of Budget and Economic Planning
- Ministries of Local Government Affairs (MLGAs)
- Traditional and District Heads in host communities
- States Universal Basic Education Boards (SUBEBs)
- State Agencies for Mass Education (SAME)
- State Emergency Management Agencies (SEMA)
- Colleges of Education
- Jama'atu Nasril Islam (JNI)
- Christian Associations of Nigeria (CAN)
- Community Coalitions
- Grantees managing USAID- funded ECR non formal learning centers

Acknowledged:

Participants acknowledged and appreciated the tremendous efforts of USAID-funded ECR project in the following areas:

- Effective and functional professional development provided by USAID-funded ECR for learning facilitators (LFs) in project states and its impact in teaching and learning gains
- Improved learning center management
- Effective community participation
- Needs-based skill acquisition training for youth (boys and girls)
- Expanded access to and increased enrollment in basic education
- Genuine concern to build synergies among MDAs and stakeholders through technical working groups and project consultative groups
- Practical Approach to learning using multi-grade teaching
- Conducted baseline, end-line and continuous assessments in learning centers
- Trained learning facilitators on social and emotional learning skill competencies (SEL) to address the effect of trauma on the learners.
- Practice of mentoring and coaching learning facilitators
- Involvement of communities in the security and safety matters around the learning centers (Early warning signs).
- Use of feedback loop in identifying gaps with a view to addressing them in timely manner

Participants also requested the following:

- That USAID is kindly request to extend its goodwill to Taraba State as considerable number of IDPs are also located there
- That USAID-ECR consider follow up of IDP returnees to their communities in view of the prevailing peace
- In the spirit of reconstruction, rebuilding and rehabilitation of the northeast region as a result of insurgency, USAID is kindly requested to assist in the construction, perimeter fencing and equipping of the destroyed schools
- Federal and States to produce learning materials and manuals developed with USAID support for use in schools and learning centers
- UBEC to encourage states in capacity building of learning facilitators and mentors of learning centers
- State Legislators are urged to enact law that will address the establishment of education emergency preparedness and response agencies
- Federal, States and Local Government Councils are urged to provide policies that will address emergencies in education in Nigeria
- That USAID is kindly requested to extend its goodwill towards the extension of ECR project beyond 2017 in order to cater for more IDPs and other vulnerable children
- Colleges of Education are requested to infuse social emotional learning skill competencies (Do No Harm) into relevant courses
- Respective state Ministries for Local Government Affairs to support traditional and religious Institutions for effective community mobilization.
- Participants that have been trained in skill acquisition be given start-up kits by States, Poverty Alleviation Programs and Local Government Councils (LGCs)
- Empowerment of women through establishment of skill acquisition centers to enhance their livelihood and support the education of their wards/children by Ministry of Women Affairs, Ministry of Youth and Social Development, Development Partners, Philanthropists, Faith Based Organizations, CBOs, and NGOs)
- Urge Federal, States and LGCs to utilize the services of retired skilled personnel in education in emergency to ensure quality and timely delivery of educational services
- Urge State Ministries of Information and Local Government Councils in collaboration with National Mass Education Commission (NMEC) and other international partners to explore the use of State and Community Radio Stations for effective teaching and learning especially in emergency situations

Participants finally recommended that:

- I. Committees should be constituted in all the affected states for the implementation of the required actions as contained in the communique through the production of action plans
- II. Budgetary provisions be made by Federal, State and Local Government Councils on the implementation of the action plans for the sustainability of the project
- III. Retired educationists, health workers and security personnel be engaged to provide quality service delivery and security in the centers
- IV. Enabling legislation should be made by National and State legislators to ensure smooth transition of the project from USAID-ECR
- V. In view of their tremendous role played by traditional community and religious leaders in peace building and conflict resolution and community mobilization should be empowered by Federal, State and Local Government Councils
- VI. SUBEBs should fully (100%) mainstream (absorb) the products of the project into basic education through automatic admission instead of the present 10%

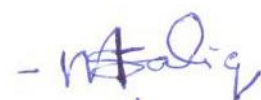


Chairman Communique Drafting Committee,

Deputy Speaker, Yobe State House of Assembly- Dr. Kurmi Ibrahim

Members:

- I. Deputy Director, Nat. & International Development Partners, FMOE- Mrs. Nkiru Osisioma
- II. Hon. Commissioner, Budget & Economic Planning, Bauchi- Alh. Shehu Barau Ningi
- III. Executive Secretary, SEMA, Borno State- Isa Alkali Goni
- IV. Permanent Secretary, Min. of Education, Adamawa- Alhaji Bashir Tukur
- V. Deputy Director, Sch. Services, Gombe State MOE- Mohammed Sadiq
- VI. **Secretary, Communique Drafting Committee:**
USAID-ECR Project Director- Ayo Oladini



SUCCESS STORY

Successfully Building Hope through Educational Programs



Photograph: Aisha Ibrahim, pictured during a class session at the adolescent girls' learning center at Bulabulin community in Nguru, Yobe state.



Photograph: Aisha Ibrahim writes new words dictated by her teacher. She could neither read nor write before enrolling at the adolescent girls' learning center.

"I felt sad that I had to leave my village and settle in the Bulabulin community in Nguru, in Yobe State. I thought I would never go to school again..."

Aisha Ibrahim

Photo Credit: Baba Shehu

Fifteen-year-old Aisha Ibrahim, a resident of Baga town in Borno State, wants to be a teacher when she grows up. This dream was influenced by her late grandfather, who taught primary school when Aisha was a toddler. Determined to emulate her grandfather, Aisha registered at a local primary school. However, in April 2013, more than 185 people were killed and more than 2,000 homes in her hometown of Baga were destroyed as a result of fighting between the Nigerian military and the Boko Haram terror group.

Terrorism has created havoc in some parts of Nigeria, forcing more than 2.2 million people to flee their homes. Of this displaced population, approximately 1 million are school-aged children and youth like Aisha, who have been forced from their communities and schools. Aisha and many others fled, seeking refuge elsewhere. "I felt sad that I had to leave my village and settle in the Bulabulin community in Nguru, in Yobe State. I thought I would never go to school again," she said.

As they flee their homes during terror attacks, families sometimes lose valuable documents like children's birth certificates. Some internally displaced children, like Aisha, have never even had a birth certificate. A UNICEF report indicates that about 70 percent of the 5 million children born annually in Nigeria are not registered at birth.

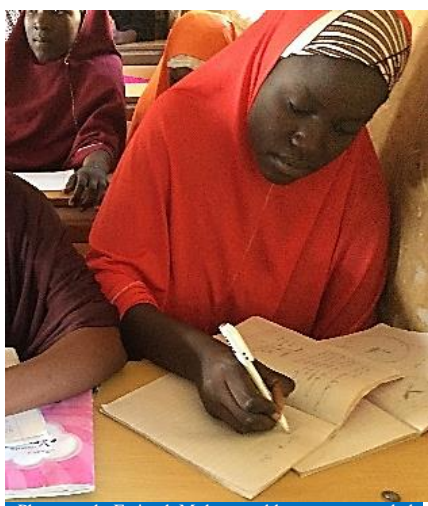
Recognizing the magnitude of the challenge in Northeastern Nigeria, the U.S. Agency for International Development (USAID), along with state officials and nongovernmental organizations (NGOs), designed the Education Crisis Response project which is implemented by Creative Associates International. This program is open to children of all ethnicities and religions. It operates in Adamawa, Bauchi, Borno, Gombe, and Yobe, and has created 1,176 non-formal learning centers in churches, mosques, and other locations. Currently, 22,046 IDP learners are enrolled in the program, benefitting from a proven curriculum, psychological and other support services.

"Before I was enrolled, I could neither read nor write and could not relate freely with people that were not members of my immediate family. I am happy that now I can read and write my name and that of my father. I hope to teach others how to read too," Aisha explained. Aisha's learning facilitator confirms her astounding progress in just seven months.

Working with the National Population Commission, the project facilitated registering and issuing birth certificates to more than 2,000 IDP children in Yobe. "I am happy that my birth is registered now. This is my first time knowing and seeing a birth certificate. My hope of becoming a teacher in the future has been revived, and I feel equal with other children in Nigeria. I am happy and so are my parents," Aisha said.

SUCCESS STORY

Expanding Horizons: Adolescent Goes to School for the First Time



Photograph: Fatimah Mohammed has never attended school but can now read and write her name and the names of family members and friends.

Photo Credit: Ayo Oladini

Seventeen-year-old Fatimah Mohammed had never attended a formal school. However, she has made remarkable academic progress in an adolescent girls' learning center in the Manawashi community in Gombe State. Fatimah fled her home in the Buni Yadi community (Yobe State) in February 2014 when Boko Haram attacked and killed more than 59 students and destroyed 24 buildings at the Federal Government College. She and her family were some of the many residents who sought refuge in the Manawashi community in Gombe.

Prior to arriving in Manawashi, her parents were unable to enroll her in school. Yet, despite her lack of formal schooling, Fatimah was driven by a desire to educate herself and to learn. "I have always had a passion to attend school. I always felt bad when I saw my peers going to school, while I had no choice, but to sit at home," she said. However, this disappointment recently changed for Fatimah. During a mobilization to enroll out-of-school IDP children in the newly established adolescent girls' learning center, a community leader identified Fatimah as a promising individual to enroll.

"I always look forward to meeting the girls in my center, because of their passion and desire to make progress with their reading. When Fatimah was enrolled, she could not relate to or interact with other girls. However, after some months, I noticed that she was freely communicating with others in the center and had made some friends," said Deborah Ilu, learning facilitator in charge of the AGLC in Manawashi.

Fatimah is delighted to have the chance to attend school. "This gives me the opportunity to learn to write my name and write other people's name and also pronounce simple words. I am so thankful to USAID and the Education Crisis Response project for this opportunity. May God reward you," she said.

The project is receiving recognition and support from community and government stakeholders, who often assist in mobilizing learners to enroll. The head of the Dan Dakan District in the Ganjuwa West local government area of the Bauchi State, Alhaji Yakubu Yusuf (Hakimin Kasar Kariya) said he was impressed with the project's ability to ensure rapid learning for IDP children.

"It is amazing that a learner, who has spent just three months at an ECR learning center can improve from a zero writing/reading level and can handle a pencil effectively and write well in his/her books. He/she can even write his name and simple words," he said.

"It is amazing that a learner, who has spent just three months at an ECR learning center can improve from a zero writing/reading level and can handle a pencil effectively and write well in his/her books"

The head of the Dan Dakan District in the Ganjuwa West LGA in Bauchi State, Alhaji Yakubu Yusuf (Hakimin Kasar Kariya)

Annex I: Press Releases

None

Annex J: List of project grantees and location for implementation by state.

	States	Name of NGO	LGA allocation	# and types of Centers /schools managed
1.	Adamawa	Christian Faithful Fight Aids In Nigeria (CFFAN)	Numan	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
2.	Adamawa	Miya (Mother) Association	Song	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
3.	Adamawa	Centre For Health & Development In Africa (CHEDA)	Fufore	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
4.	Adamawa	Restoration Of Hope Initiative	Girei	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
5.	Adamawa	The Pastoral Resolve (PARE) Adamawa	Yola South	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
6.	Adamawa	Horn Of Hope Vision For Peace And Community Development Of Nigeria (HOHVIPAD)	Shelleng	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
7.	Adamawa	Majesty Community Rural Development Foundation	Yola North	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
8.	Adamawa	Joint National Association Of Persons With Disabilities, Adamawa Chapter	Yola North	1 YLC
	Adamawa	*Civil Society Action Coalition on Education for All (CSACEFA)	Yola North	1 AGLCs
1.	Bauchi	Rahama Women Development Programme	Bauchi	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
2.	Bauchi	Association For Orphans And Vulnerable Children NGOs In Nigeria, Bauchi State	Alkaleri	14 (8 NFLCs; 2 Girls only; 1 AGLCs; 3 YLCs
3.	Bauchi	Muslim Aid Initiative Nigeria (Main)	Toro	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
4.	Bauchi	African Community For Environmental Health Initiative (ACE-HI)	Dambam	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
5.	Bauchi	Development Exchange Centre (DEC)	Ganjuwa	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
6.	Bauchi	Women Empowerment Initiative (Wein)	Itas-Gadai	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
7.	Bauchi	Reproductive Health Initiative And Support Association (RHISA)	Gamawa	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
	Bauchi	*Civil Society Action Coalition on Education for All (CSACEFA)	Bauchi	1 AGLC
1.	Gombe	Kishimi Shelter And Care Foundation	Balanga	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
2.	Gombe	Gombe Anglican Diocesan Development Initiative (GADDI)	Gombe	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
3.	Gombe	Care For Life	Yamaltu-Deba	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs
4.	Gombe	Doma Education Development Foundation (DEDF)	Dukku	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs

	States	Name of NGO	LGA allocation	# and types of Centers /schools managed
5.	Gombe	Teenager Empowerment Initiative, (TEMIN)	Shongom	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
6.	Gombe	Malam Sidi Progressive Association (MPA)	Kwami	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
7.	Gombe	Lawanti Community Development Foundation(LCDF)	Akko	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
8.	Gombe	Nigeria Association Of The Physically Challenged - Gombe	Gombe	1 NFLC
	Gombe	*Civil Society Action Coalition on Education for All (CSACEFA)	Gombe	1 AGLC
1.	Yobe	Pioneers Reproductive Health & Youth Association Misau (PREHYA)	Potiskum	14 (5 FS, 5 GLCs, 2 NFLCs, 1 AGLC, 1 YLC)
2.	Yobe	Civil Society Action Coalition on Education for All (CSACEFA)	Potiskum	12 (2 FS, 3 NFLCs, 4 GLCs, 1 AGLCs, 2 YLCs)
3.	Yobe	Initiative For The Development Of The Needy, Orphans, Less Privileged And Widows [INOL]	Fika	15 (2 FS, 5 NFLCs, 1 GLC, 4 AGLCs, 4 YLCs)
4.	Yobe	Taimako Community Development Initiative	Fika	13 (2 FS, 7 NFLCs, 2 AGLCs, 2 YLCs)
5.	Yobe	North East Youth Initiative Forum (NEYIF)	Bade	14 (3 FS, 3 NFLCs, 4 AGLCs, 4 YLCs)
6.	Yobe	Yobe Society For The Care of Widows, Orphans And Disabled	Bade	13 (4 FS, 5 NFLCs, 1 GLC 2 AGLCs, 1 YLCs)
7.	Yobe	Herwa Community Development Initiative	Nguru	12 (3 FS, 3 NFLCs, 3 AGLCs, 3 YLCs)
8.	Yobe	Geidamjin Foundation	Nguru	13 (4 FS, 4 NFLCs, 3 AGLCs, 2 YLCs)
9.	Yobe	Communal Support Foundation Of Nigeria (COSFON)	Damaturu	16 (5 FS, 4 NFLC, 3 GLC, 2 AGLCs, 2 YLCs)
10.	Yobe	Joint National Association Of Persons With Disabilities, Gombe Chapter	Damaturu	1 NFLC
	Yobe	Federation of Muslim Women Association of Nigeria (FOMWAN)	Damaturu	15 (13 NFLCs, 1 AGLCs, 1 YLC)

*- Additional centers established by one of the project partners- CSACEFA

Annex K: Types of Centers Supported by States by LGAs

LGAs	AGLC	CPC	GLC	NFLC	YLC	Total NFLC	Total FS	Total
FUFORE	2		2	8	2	14	14	28
GIREI	2		2	8	2	14	10	24
NUMAN	2		2	8	2	14	11	25
SHELLENG	2		2	8	2	14	11	25
SONG	2		2	8	2	14	7	21
YOLA-NORTH	3	1	2	8	2	16	4	20
YOLA-SOUTH	2		1	9	2	14	9	23
Adamawa Total	15	1	13	57	14	100	66	166
ALKALERI	1		1	9	3	14	4	18
BAUCHI	3		2	8	3	16	4	20
DAMBAM	2		1	9	2	14	4	18
GAMAWA	2		2	8	2	14	4	18
GANJUWA	1		3	8	2	14	4	18
ITAS-GADAU	2		2	8	2	14	4	18
TORO	1		2	9	2	14	4	18
Bauchi Total	12	0	13	59	16	100	28	128
AKKO	2		2	9	1	14	3	17
BALANGA	2		2	8	2	14	3	17
DUKKU	2		2	8	2	14	3	17
GOMBE	3	1	2	8	2	16	3	19
KWAMI	2		2	8	2	14	3	17
SHONGOM	2		2	8	2	14	3	17
YAMALTU DEBA	2		2	8	2	14	3	17
Gombe Total	15	1	14	57	13	100	21	121
BADE	7		2	6	5	20	5	25
DAMATURU	5	1	5	13	3	27	5	32
FIKA	5		3	9	7	24	4	28
NGURU	3		1	8	6	18	6	24
POTISKUM	2		8	6	3	19	4	23
Yobe Total	22	1	19	42	24	108	24	132
Grand Total	64	3	59	215	67	408	139	547

Annex L: Enrollment and Attendance by States

State	Enrolled			Attendance			Percentage Attendance		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Overall
Adamawa	3,377	3,851	7,228	3,036	3,496	6,532	90%	91%	90%
Bauchi	2,389	3,113	5,502	2,109	2,875	4,984	88%	92%	91%
Gombe	2,521	3,049	5,570	2,177	2,632	4,809	86%	86%	86%
Yobe	3,296	4,320	7,616	2,581	3,309	5,890	78%	77%	77%
Overall	11,583	14,333	25,916	9,903	12,312	22,215	85%	86%	86%